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The Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Preservice Teacher Education Calendar - 1996/97

On July 1, 1996, the Ontario Institute for Studies in Education and the Faculty of Education, University of Toronto, including the Institute of Child Study Laboratory School and University of Toronto Schools, were integrated to form a new University of Toronto faculty of education called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT).

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, preservice and inservice teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

Office of the Registrar

• Preservice Teacher Education Programs

Bachelor of Education and Diploma in Technical Education/ Ontario Teacher's Certificate Programs
371 Bloor Street West (at Spadina), Toronto, Ontario M5S 2R7

Admissions	978-8833
Registered Students	978-5990
Transcripts & Records	978-5577
FAX	971-2755

Diploma in Child Study/Ontario Teacher's Certificate Program
45 Walmer Road, Toronto, Ontario M5R 2X2

Admissions & Registration	978-3457
Transcripts & Records	978-5577
FAX	978-6485

• Graduate Degrees in Education

252 Bloor Street West, Toronto, Ontario M5S 1V6

Admissions & Registration	923-6641 ext. 2663/2664
Transcripts & Records	978-2383
TTD	926-4760
FAX (Grad Studies)	323-9964
FAX	926-4725
Cable Address	OISETOR
Internet	gradstudy@OISE.on.ca

• Continuing Education Program for Teachers

371 Bloor Street West (at Spadina), Toronto, Ontario M5S 2R7

Admissions & Registration	978-5988
Transcripts & Records	978-5577
FAX	971-2755

Information specific to the Bachelor of Education/Ontario Teacher's Certificate Two-Year Pilot Program in Teaching and Learning is included in this Calendar. (See blue pages.) All other information and regulations contained in the Calendar apply to both the One-Year and the Two-Year Pilot Program.

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Changes in Programs of Study

The programs of study that our calendar lists and describes are available for the years to which the calendar applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonably possible advance notice and alternative instruction will be given. The University, however, will not be liable for any loss, damages, or other expenses that such changes might cause.

Changes in Courses

For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and co-requisites, grading policies and timetables without prior notice.

Changes in Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations relating to OISE/UT preservice teacher education programs are displayed herein. Applicable University policies are either fully displayed or listed herein.

In applying to OISE/UT the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the calendar.

Calendar Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient.

Copyright in Course Lectures

Students wishing to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

Student Number

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to student numbers. The University assumes and expects that students will protect the confidentiality of their student numbers.

Admission of International Students

OISE/UT welcomes qualified international students. Efforts are made to meet their special needs insofar as resources permit. International students and others who are not candidates for an Ontario Teacher's Certificate must comply with such conditions of admissions as the Faculty Council of OISE/UT may determine.

Admissions Policy Statement

In keeping with the Policies and Principles for Admission to the University of Toronto, OISE/UT is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minorities, differently abled persons, women in non-traditional subject areas, males interested in primary school teaching, aboriginal persons and native speakers of French.

Sessional Dates 1996/97 B.Ed. and Dip.T.Ed./O.T.C. Programs

1996

September 2	OISE/UT Closed - Labour Day
September 4,5	Registration B. Ed. and Diploma in Technological Studies Programs
September 9	Classes Begin
September 20	Last Day for Course and Section Changes (Full Year and First Term Courses) *
October 9	I/S Practicum Preparation Day
October 14	OISE/UT Closed - Thanksgiving Day
October 16	TOP Day (I/S)
October 21	I/S Practice Teaching Orientation Day
October 21 - November 8	Practice Teaching (P/J, J/I)
October 22 - November 8	Practice Teaching (I/S)
October 31	Deadline for Reporting Immigration Status Changes Affecting International Student Fee Exemptions for First Term
November 13	Employment Services
December 13	Classes End
December 16	Study Day
December 16 - 20	Special Projects
December 17 - 20	Examinations

1997

January 1	OISE/UT Closed - New Year's Day
January 6	Classes Resume
January 15	Second Installment of Fees Due
January 15,16	Employment Conference - No Classes
January 17	School Boards Information Fair - No Classes
January 17	Last Day for Course and Section Changes (Second Term Courses) *
January 20 - February 7	Practice Teaching (P/J, J/I)
January 30	Safe Schools Day (I/S)
January 31	Deadline For Reporting Immigration Status Changes Affecting International Student Fee Exemptions for Second Term
February 3	I/S Practice Teaching Orientation Day
February 4 - 21	Practice Teaching (I/S)
March 3 - 7	Annual Children's Musical
March 10 - 14	Winter Break - No Classes
March 24	I/S Practice Teaching Orientation Day
March 24 - April 11	Practice Teaching (P/J, J/I)
March 25 - April 11	Practice Teaching (I/S)
March 28	OISE/UT Closed - Good Friday
March 31	Deadline for Withdrawal Without Academic Penalty
April 25	Classes End
April 28	Study Day
April 28 - May 2	Special Projects
April 29 - May 2	Examinations

* After these dates, changes may be made only with the approval of the Faculty Council of OISE/UT.

Sessional Dates 1996/97 Diploma in Child Study/O.T.C. Program

1996	
September 2	OISE/UT Closed - Labour Day
September 5,6	Registration
September 9	Classes Begin
September 20	Last Day for Course and Section Changes (Full Year and First Term Courses) *
October 14	OISE/UT Closed - Thanksgiving Day
October 31	Deadline for Reporting Immigration Status Changes Affecting International Student Fee Exemptions for First Term
December 13	Classes End
December 16 - 20	Internships Continue until December 20
1997	
January 1	OISE/UT Closed - New Year's Day
January 6	Classes Resume
January 15	Second Installment of Fees Due
January 15,16	Employment Conference - No Classes for Year 2 Students
January 17	School Boards Information Fair - No Classes for Year 2 Students
January 17	Last Day for Course and Section Changes (Second Term Courses) *
January 31	Deadline For Reporting Immigration Status Changes Affecting International Student Fee Exemptions for Second Term
March 10 - 14	Winter Break - No Classes
March 28	OISE/UT Closed - Good Friday
March 31	Deadline for Withdrawal Without Academic Penalty
April 18	Classes End
April 21 - 25	Internships Continue until April 25

* After these dates, changes may be made only with the approval of the Faculty Council of OISE/UT.

Staff 1995/96

Dean
M.G. Fullan, B.A., M.A., Ph.D.

Associate Deans
M.A. Millar, B.A. (Qu.), B.P.E. (McM), M.Ed. (Qu.)
D.R. Thiessen, B.A. (W.Ont.), M.Ed. (Br. Col.), D.Phil. (Sussex)

Registrar
E.C. Alleyne, B.A. (Albion), M A. (Howard), Ed.D.

Assistants to the Dean
G. Mitchell, B.A.
M. Stager, B.A., M.Sc. (Rutgers)

Assistant to the Associate Deans
N. Watson, B.A. (Qu.), M.A. (York) (part-time)

Assistant Registrars
L.A. Genesi-Williams
G.R. Hauser, B.A. (York), B.Ed.
G.I.M. MacLeod, B.A., M.A.

Professors Emeriti
D.W. Alexander, B.A., M.Sc., Ed.D. (SUNY)
W.A. Andrews, M. Sc. (W. Ont.), B. Ed.
R.P. Baine, M.A.
G.W. Bancroft, B.A. (McG.), M.Ed., Ph.D.
C.L. Bedal, B.A. (Qu.), M.Ed.
A.C. Coman, M.A.ord. (Edin.), M.A. (Hons.) (Edin.), M.A.
R.W. Dent, M.A.,Ph.D. (Mich.St.)
F. Ebos, M.Sc. (McM.)
U. Elliott, B.A. (Lond.), M.A. (W. Ont.)
B. Flint, M.A., Dip. C.S.
A. Gaydos, B.A., M.Ed., Ph.D. (Ohio St.)
V.K. Gilbert, B.Sc. (Syd.), M.Ed., Ph.D. (Brist.)
M.F. Grapko, B.A. (Man.), M.A., Ph.D.
J.W. Greig, B.A. (Qu.), M.Ed., Ph.D. (Harv.)
R.S. Harris, M.A., Ph.D. (Mich.), Hon.D.Lit. (W.Ont.)
S.L. Kong, C.M., B.A. (Kua Kiu), M.Ed. (Ott.), Ph.D. (Ott.), Hon. LL.D. (Kyung Hee)
H.M. Lang, B.A. (McM.), M.Ed.
L.J. LaFave, B.Ed. (Ill.St.Coll.), M.B.A. (Roosevelt)
W.G. London, B.A., M.Ed. (N.Y.S.)
J. W. MacDonald, B.A. (Car.), M.A., Ed.D.(Harv.)
W.B. MacLean, M.A. (McM.)
R.J. McMaster, B.A., B.Ed.
G.A. Reid, B.Com., B.Ed., M.A. (Col.), F.C.C.T.
J.C. Ricker, B.A., M.A.
H. L. Ridge, B.Sc. (McM.), M.A. (York), Ph.D.(Conn.)
W.E. Sager, C.D., B.A.
A.T. Sheehan, B.A., M.Ed., Ph.D., F.C.C.T.
R.J. Shephard, M.A., Ed.D. (Hawaii)
G. Smith, M.A. (Qu.)
J.H. Stevens, M.A.
L.J. Stott, B.Ed. (Alta.), Ph.D.(Alta.)
G.E. Tait, B.A., B.Paed., Ed.D.
J.D. Wood, M.A., Ph.D., A.R.C.T.

Continuing Education
R.J. Smith, B.A., M.L.S., Assoc. Prof.

Educational Policy and Foundation Studies
K.A. McLeod, B.A. (Sask.), M.Ed. (Sask.), Ph.D., Prof., Chair
C.T.P. Diamond, B.A. (Q'ld.), B.Ed. (Q'ld.), M.Ed. (Q'ld.), Ph.D. (Q'ld.), Prof.
S.T. Rusak, B.A. (Ott.), B.Ed., Ph.D. (Alta.) Prof.
D.S.J. Shackel, M.A. (Hons.) (Cant.) Ph.D., Prof.
C. Tan-Willman, B.S.E. (Phil. Norm.), M.A. (Phil. Woman's), M.A. (Minn.), Ph.D. (Minn.), Prof.
S. Anderson, B.A. (Tex.), M.A. (Tex.), Ph.D., Assoc. Prof.
A.B. Durell, M.A., Ph.D., Assoc. Prof.
B.R. Eardley, B.S. (Penn. St.), M.Ed. (Penn. St.), Assoc. Prof.
T.W. Goodenough, B.A. (S.G.W.), B.A. (Camb.), M.A. (Alta.), Assoc. Prof.
T.C.M. Lam, B.A.(Muskingum), M.A. (Hollins), Ph.D. (Washington), Assoc. Prof.
R. Pike, B.S.W., M.A., Ph.D., Assoc. Prof.
C. Rolheiser, B.Ed. (Alta.), M.Ed. (Ore.), Ph.D. (Ore.), Assoc. Prof.
M. L. Arnold, B.A. (Bishop's), M.A. (McG.), Ed.D. (Harv.), Asst. Prof.
N. Bascia, B.A. (Sonoma), A.M., (Stanford), Ph.D. (Stanford) Asst. Prof.
M. Beattie, B.A. (York), M.A., M.Ed., Ed.D., Asst. Prof.
B. Bennett, B.P.H.E. (Calgary), M.Ed. (Ore.), Ph.D. (Ore.), Asst. Prof.
E. Campbell, B.A. (Qu.), B.Ed., M.Ed., Ph.D., Asst. Prof.
C.E. Conle, B.A., M.A., Ph.D., Asst. Prof.
E.E. Woodruff, B.Sc., B.Ed., M.A., Ph.D. Asst. Prof.

Elementary Education
G.W. Hunt, B.A., M.Ed., Ed.D. (U.S.Int.), Assoc. Prof., Chair
D.W. Booth, B.A. (McM.), M.Ed. (Durh.), Prof., Assoc. Chair
A.A. Bowers, B.A., M.Ed. (Qu.), Prof.
S.K. Harburn, B.Sc. (Alta.), M.Ed. (SUNY), Assoc. Prof.
R.A. Martin, B.A.Sc, M.Ed., Ph.D. Assoc. Prof.,
A. Anderson, B.A.(Wat.), M.Ed. (W.Ont.), Ph.D. (Mich. St.) Asst. Prof.
K. Bickmore, M.A. (Iowa), Ph.D. (Stanford), Asst. Prof.
L.M. Cameron, B.A. (Guelph), M.Ed., Ed.D., Asst. Prof.
P.J. Stanovich, B.S.E. (Ohio St.), M.A. (Oakland), Ph.D., Asst. Prof.
D.R. Fleming, B.A. (McM.), M.Ed., Ed.D., Sr. Tutor
C.A. Hennessy, B.A. (McM.), M.Ed., Ed.D., Sr. Tutor
H. Stollery-Cronin, B.A., Sr. Tutor

Institute of Child Study

C. Corter, B.A. (Davidson), Ph.D. (N. Car.), Prof., Chair
A.J. Biemiller, B.A. (Harv.), M.S. (Corn.), Ph.D. (Corn.), Prof.
R. Case, B.Sc. (McG.), M.A., Ph.D., Prof.
R.J. Volpe, B.A. (Akron), M.A. (Kent St.), Ph.D. (Alta.), Prof.,
K.J. Weber, B.A., M.Sc. (Ed.) (Guelph), Prof.
J.P. Klein, B.A. (Corn), M.A., Ph.D., Assoc. Prof.
J.W. Wilde Astington, B.A., B.Sc. (Leeds), M.A., Ph. D., Assoc. Prof.
J. Jenkins, B.A. (Sus.), M.A. (Nott.), Ph.D. (Lond.), Asst. Prof.
J. Hardacre, B.A., M.Ed., Dip.C.S., Ed.D. (Nova), Sr. Tutor
J.A. Penner, B.A., M.Ed., Dip.C.S., Sr. Tutor

Institute of Child Study Laboratory School

R.L. Ethier, B.A. (Concordia), M.Ed.
A.C. Cassidy, B.A.(Montr.), Dip. C.S.
E.A. Hunter
M.A. Jaffary, B.A., Dip.C.S.
E. Morley, B.A.(W. Laur.)
J. Moss, B.A. (Mich. St.), Dip.C.S.
A.E. Tough, M.A.

International Institute For Global Education

D.E. Selby, B.A. (Liv.), Ph.D. (Birm.), Prof.
G.C. Pike, B.A. (Sus.), M.A. (Lond.), Lecturer

The Learning Consortium

E. Erskine-Cullen, B.A.(Pretoria), M.Ed.(Spokane)

Library

D.C. George, B.A., B.L.S., Head Librarian
S.R. Dyas-Correia, B.A. (York), M.L.S., Librarian
M.H. FitzPatrick, B.A., M.L.S., Librarian (part-time)

Practice Teaching

D.W. Garth, B. Com. (Qu.), Prof.

Secondary Education

D.I. Galbraith, B.Sc. (W.Ont.), M.Ed., Prof., Chair
H.A. Yeager, B.H.Sc., M.Ed., Assoc. Prof., Assoc. Chair
J.L. Aitken, B.A., M.A. (Dal.), Ph.D., Prof.
D.L. Fraser, B.Sc. (McM.), B.Ed., M.A., Prof.
N. Kuzmich, Mus. Bac., M.A., Prof.
T.J.E. Wolfe, B.S.A., M.Ed., Prof.
R.G. Burfield, B.A., B.Ed., Assoc. Prof.
B.G. Kelly, B.Sc., M.Sc., Ph.D., Assoc. Prof.
A. Gagne, B.Ed. (McGill), M.Ed. (McGill), Ph.D., Asst. Prof. (on leave)
T. Goldstein, B.A. (Concordia), Ph.D., Asst. Prof.
J. Iseke-Barnes, B.Ed. (Alta), M.Ed. (Alta), Ph.D. (Alta), Asst. Prof.
M. Kooy, B.A. (Calvin Coll.), M.A. (U.B.C.), Ph.D. (Simon Fraser), Asst. Prof.
S. Stiegelbauer, B.S. (Nazareth), M.A. (Ill.), M.A. (Tex.), Ph.D. (Tex.), Asst. Prof.
M. Evans, B.A. (McG.), B.Ed. (W.Ont.), M.A. (McG.), Sr. Tutor
R. Hrubi, Dip. Prof. Fr.l'Et. (IPFE,Sorbonne), Sr. Tutor
I.M. Hundey, B.A. (Windsor), M.A. (Windsor), Sr. Tutor
C.J. Lundy, B.A. (SGW), Sr. Tutor

Technology For Enhancing Learning Centre

R.D. Cook, B.A., M.A. (Iowa)

University of Toronto Schools

S. Pearl, B.A. M.Ed. Principal
J.A. Fautley, Mus., Bac., B.Ed., Asst. Principal
D. Aliferis, B.A., M.A. (York), B.Ed.
S. Baker, B.A., B.Ed.
O.G. Barrett, B.P.H.E., B.Ed. (on leave)
C.M. Bernicchia-Freeman, B.Ed., M.A. (Nice)
E. Buchanan, B.A. (W.Ont.), M.A. (McM.), Ph.D. (McM.)
M.U. Collier, B.A. (York), M.A., B.Ed.
J. Collins, B.A. (W.Ont.)
D.T. Dingle, B.A.Sc., B.D. (Harv.)
E. DiSante, B.A. (McM.), B.Ed., M.A. (Paris)
R. Dotten, B.A. (W.Ont.), M.A.
M.J. Dutton, B.A. (W.Ont.), B.Ed. (W.Ont.), M.A. (W.Ont.)
M.P. Gendron, M.A.
J. Kitchen, B.A., B.Ed. (Windsor)
L. Laing Gibbard, B.Sc., B.Ed., M.Sc. (Qu.), Ph.D. (Qu.)
D.J. Laurenson, B.Sc. (Auck.), M.Math. (Wat.), Ph.D. (Arizona) (on leave)
R. Mackle, B.A. (Car.), M.E.S. (York), B.Ed.
N.E. Maier, B.A., M.A. (Br. Col.), Ph. D. (on leave)
J.H. Mills, M.A. (Qu.), B.Ed.
P.R.W. Moore, B.A., M.A., Ph.D. (McM.)
F. Mustoe, B.Sc. (Birm.), B.Ed., M.Ed., Ph.D. (Windsor)
A.M. Pereira-Castillo, B.A. (McM.), M.A., B.Ed.
M. Pirk, B.A. (McG.)
M.C. Recurt Reid, B.A. (W. Ont.), B.Ed. (W. Ont.)
D. Straker, B.A.(Man.), M.Sc.(Man.), B.Ed.(Man.)
J. Stulac, B.P.H.E., B.A., B.Ed.
A. Unger, B.A.
F.R. Wakelin, B.P.H.E., B.Ed.

History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

The Faculty of Education, University of Toronto Schools, and the Institute of Child Study

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavors met with any widespread satisfaction, and in 1880 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

The Institute of Child Study (ICS) was founded in 1926 as the St. George's School of Child Study, the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres, and in 1971 it became a constituent part of the Faculty of Education.

The previously described pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education (OCE), University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education (OISE). In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, The Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT).

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T). and M.Sc.(T.) - were approved. The unique feature of these programs has been their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T). program in English and an M.Sc.(T). program in Mathematics were initiated. The M.Sc. (T) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report , **For the Love of Learning**, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsing this recommendation called for proposals for two-year, preservice teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the University's Academic Board. The program is in effect for the 1995-1997 period only and is available to up to 60 Elementary students and up to 60 Secondary students.

The Ontario Institute for Studies in Education

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's field centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its field centres, OISE maintained an important presence throughout the province.

The Relationship Between OISE and FEUT

In general, OISE and FEUT pursued their mandates and activities separately over the years since 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto (UT) and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be merged as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue it. In 1986, OISE and the University entered into negotiations toward a possible merger of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the University was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS) , a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the University of Toronto and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of the University's Faculty of Education and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by The Ontario Institute for Studies in Education, The Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including the ICS Laboratory School and UTS, into a new professional Faculty of Education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new Faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)**, began operations on July 1, 1996. It will enjoy full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual University Faculties hold such status.

History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT will be a centre of excellence for graduate studies, research, field development, continuing and preservice teacher education in Ontario. It will also be a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Dean of OISE/UT

M.G. Fullan	1996 -

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Summary of Programs Offered by OISE/UT

OISE/UT offers teacher education at several levels. These are summarized below. This Calendar pertains to the Preservice Teacher Education Programs only. Information regarding the Continuing Education Program and the Graduate Studies Programs can be obtained from the addresses listed below.

Preservice Teacher Education Programs

Preservice teacher education programs provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. Programs, with a few exceptions, lead to the Ontario Teacher's Certificate (O.T.C.).

Bachelor of Education Degree

Three concentrations are offered in the one-year and also in the two-year Pilot Program:

- Primary/Junior
- Junior/Intermediate
- Intermediate/Senior

Diploma in Technical Education (Dip.T.Ed.)

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate and Senior divisions.

Diploma in Child Study (Dip.C.S.)

One concentration, Childhood Education is offered. It also leads to the Ontario Teacher's Certificate.

NOTE: The Diploma Program in Child Assessment and Counselling was discontinued at the end of the 1994/95 academic session.

The Continuing Education Program

The Continuing Education Program for Teachers offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ministry of Education and Training for holders of the Ontario Teacher's Certificate .

Teachers who have received their teacher education outside of Ontario, who are seeking Ontario Certification, and who have been directed by the Ministry of Education and Training to take professional courses at a faculty of education may apply for admission to Basic Divisional Qualification courses or basic level Technological Studies courses only.

Applicants must first attend an orientation/information session at OISE/UT and are required to submit evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 49-50).

The Continuing Education Additional Qualification courses offered in the Summer day session and the Winter evening session, depending on resources and demand, are as follows:

- Basic Divisional Qualification courses (Primary, Junior, Intermediate, Senior)
- One-session courses
- Three-session courses
- Honour Specialist (General Studies)
- Technological Studies (Basic, Advanced)
- Honour Specialist (Technological Studies)

Applications and Further Information

Detailed information on Continuing Education courses is found in the Continuing Education sessional calendars available from:

OISE/UT
Office of the Registrar
Continuing Education Unit, Room 132C
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone (416) 978-5988
FAX (416) 971-2775

Graduate Degrees in Education

Graduate programs leading to M.Ed., M.A., Ed.D. and Ph.D. degrees are offered through five graduate departments. The Master of Arts in Teaching (English) degree is also available. Most courses are held on campus, but some (about 25 per year) are offered through Field Centres or distance education modes of delivery. Graduate degrees in education at the masters and doctoral levels do not carry Ontario teacher certification but may assist those applying to the preservice teacher education degree programs. They are also of interest to persons holding teacher certification.

The graduate departments are:

- Adult Education, Community Development and Counselling Psychology
- Curriculum, Teaching and Learning
- Human Development and Applied Psychology
- Sociology in Education
- Theory and Policy Studies in Education

Applications and Further Information

Detailed information on graduate degree programs is found in the 1996/97 OISE/UT Bulletin available at:

OISE/UT
Office of the Registrar
Graduate Degrees in Education
252 Bloor Street West
Toronto, Ontario, Canada, M5S 1V6
Telephone (416) 923-6641, Ext. 2663 or 2664
TTD (416) 926-4760
FAX (Grad. Studies) (416) 323-9964
FAX (416) 926-4725
Cable Address OISETOR
Internet:gradstudy@OISE.on.ca

Laboratory Schools

The **University of Toronto Schools (UTS)** is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study and experimentation. Resources of the school are available to staff and students of OISE/UT for teaching practice, demonstration, and experiment. For further information, please contact:

The University of Toronto Schools
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone (416) 978-3212

The **Institute of Child Study (ICS)** operates a laboratory school which is a day school for children from 3 to 12 years of age, and an Infant Centre. Both serve as resources for students in the Diploma program and for research activities. For further information please contact:

The Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone (416) 978-3457
FAX (416) 978-6485

Bachelor of Education/ Ontario Teacher's Certificate One-Year Program

Ontario Teacher's Certificate
Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the programs, may be recommended to the Ministry of Education and Training for an Ontario Teacher's Certificate (OTC), which qualifies them to teach in Ontario schools.

Admission Requirements
Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at OISE/UT. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand. Applicants must also have met the English language proficiency requirements.

Documentation
Each applicant must submit the following:

- an official transcript of all degree credit courses completed to date of application.
- evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 49-50).
- a completed OISE/UT preservice teacher education Applicant Profile.
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name, where applicable.

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation.
- Applicants who receive an offer of admission to the OISE/UT preservice teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training) before registration.

Applications and Further Information

Application forms and full instructions for applying may be obtained from the address below. Forms are also available on request from most Ontario University placement offices, normally beginning in September of the year prior to registration.

OISE/UT
Office of the Registrar
Preservice Teacher Education Programs
Admissions Unit, Room 132A
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone (416) 978-5988
FAX (416) 971-2775

Programs of Study

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

In addition to the regular in-faculty program delivery, there is a variety of school-based program delivery options which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior concentration of the program.

The Contemporary Classroom

All candidates proceeding to the Bachelor of Education degree are required to take The Contemporary Classroom EDU6100.

Curriculum and Instruction (C & I)

Candidates must select one of the following concentrations:

- Primary/Junior (junior kindergarten to grade 6)
- Junior/Intermediate (grades 4 to 10)
- Intermediate/Senior (grades 7 to 12/O.A.C.)

Prerequisites, if any, are stated in the course descriptions.

Primary/Junior (P/J)

The C&I component of this concentration is the course Primary/Junior Education EDU1420.

Junior/Intermediate (J/I)

The C&I component of this concentration comprises two courses: Junior/Intermediate Education EDU1450 and one Intermediate course from those listed below.

Design and Technology EDU1171
Dramatic Arts EDU1071
English (First Language) EDU1101
Family Studies EDU1161
French (Second Language) EDU1111
Geography EDU1441
History EDU1151
Mathematics EDU1221
Music-Instrumental EDU1231
Music-Vocal EDU1241
Physical and Health Education EDU1251
Science (General) EDU1301
Visual Arts EDU1011

Intermediate/Senior (I/S)

The C&I component of this concentration comprises two courses from those listed below.

NOTE: Candidates selecting Business Studies must choose two Business Studies courses. No other combination is acceptable.

Business Studies - Accounting EDU1340
Business Studies - Data Processing EDU1350
Business Studies - Information Management EDU1370
Business Studies - Marketing and Merchandising EDU1360
Classical Studies - Greek EDU1210
Classical Studies - Latin EDU1200
Computer Science EDU1040
Design and Technology EDU1170
Dramatic Arts EDU1070
Economics EDU1080
English (First Language) EDU1100
Environmental Science EDU1380
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Geology EDU1130
History EDU1150
Individual and Society EDU1270
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Physical and Health Education EDU1250
Politics EDU1260
Religious Education EDU1280
Science (General) EDU1300
Visual Arts EDU1010

Foundations

Candidates must take three Foundation courses:

The required course **Teaching: Students, Schools and Systems EDU3161**, plus one from the area of Educational Psychology, and one from the area of Educational Policy and Foundation Studies. (See lists following)

Educational Psychology

Candidates must select one of the following courses:

Contemporary Issues in Educational Psychology EDU3260
Learning and Human Behaviour EDU3070
Teaching - An Interpersonal Process EDU3110
Understanding Children and Youth EDU3100
Individual Research Project (Educational Psychology) EDU3270

Educational Policy and Foundation Studies

Candidates must select one of the following courses:

Adult Education EDU3280
Authority and Freedom in School EDU3190
Cross-Cultural Education EDU3210
Developing a Personal Philosophy of Education EDU3140
Evaluation of Student Performance EDU3040
Foundations of Current Educational Thought EDU3165
Issues in International and Global Education EDU3131
Ontario Schools and Canadian Education EDU3202
Program Organization EDU3020
Progressive Education: Theory and Practice EDU3163
The School as a Professional Workplace EDU3164
Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162
Individual Research Project (Educational Policy and Foundation Studies) EDU3240

Practice Teaching

Practice Teaching EDU4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

The Elementary Education STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides candidates with opportunities to observe and work with associate teachers during weeks that are not part of practice teaching sessions. Depending on the program delivery option in which they are enrolled, candidates have one or two days of STEP each week. STEP days are forerunners to practice teaching sessions in that candidates are in a classroom for a series of STEP days preceding a practice teaching session in the same classroom.

Course Descriptions

Courses in the program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom EDU6100 (2.5 hours)

This course will address four different aspects of contemporary classrooms: classroom management, assessment and evaluation of student performance, school law in Ontario, and special education. Students will be introduced to: methods of establishing a positive learning environment; guidelines and suggestions for assessing student learning and achievement; the legal basis of education in Ontario; and special education, with particular reference to the needs of exceptional students.

Curriculum and Instruction

Business Studies

The Business Studies program includes study in the following areas: Accounting, Data Processing, Information Management and Marketing and Merchandising. Candidates must select any two of Accounting, Data Processing, Information Management, or Marketing and Merchandising.

Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

Accounting Intermediate/Senior EDU1340 (4 hours)

This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Innovative instructional techniques along with the application of lateral thinking skills to the teaching of accounting will be emphasized. Candidates will be given the opportunity to examine various computer packages.

Data Processing Intermediate/Senior EDU1350 (4 hours)

This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

Information Management Intermediate/Senior EDU1370 (4 hours)

The development of innovative and effective techniques of teaching modern business communications and office procedures, with emphasis on keyboarding, information processing, notemaking and Business English. Proficiency in word processing must be demonstrated.

Marketing and Merchandising Intermediate/Senior EDU1360 (4 hours)

An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

Classical Studies

Greek Intermediate/Senior EDU1210 (4 hours) (Not offered in 1996/97)

This course may be taken only in conjunction with Latin EDU1200. For course content see Latin EDU1200.

Prerequisites: Two university courses (6 credits) in Greek.

Latin Intermediate/Senior EDU1200 (4 hours) (Not offered in 1996/97)

An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

Prerequisites: Two university courses (6 credits) in Latin.

Computer Science

Computer Science Intermediate/Senior EDU1040 (4 hours)

This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society. Facilities are provided for hands-on experience with microcomputers.

Prerequisites: Two post-secondary courses in computing, or approved field experience.

Design and Technology

Design and Technology EDU1171/1170 (7 hours) (Not offered in 1996/97)
The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable.

Dramatic Arts

Dramatic Arts Intermediate EDU1071 (2 hours) (Not offered in 1996/97)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU1070 (4 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of development programs.

Prerequisites: Two university courses (6 credits) in Drama, or approved field experience.

Economics

Economics Intermediate/Senior EDU1080 (4 hours) (Not offered in 1996/97)
A series of interactive seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.

Prerequisites: Two university courses (6 credits) in Economics.

English (First Language)

English Intermediate EDU1101 (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.

Prerequisites: Two university courses (6 credits) in English.

English Intermediate/Senior EDU1100 (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Media literacy, curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in

the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.

Prerequisites: Two university courses (6 credits) in English.

Environmental Science

Environmental Science Intermediate/ Senior EDU1380 (4 hours)

Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.

Prerequisites: Three university courses (9 credits) in Science, Geography or Environmental Science, or approved field experience.

Family Studies

Family Studies Intermediate EDU1161 (2 hours) (Not offered in 1996/97)

An exploration of Family Studies concepts of significance to the young adolescent in the intermediate division. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.

Prerequisites: Three university courses (9 credits) in Family Studies.

Family Studies Intermediate/Senior EDU1160 (4 hours)

An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.

Prerequisites: Three university courses (9 credits) in Family Studies.

French (Second Language)

French Intermediate EDU1111 (2 hours)

The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

French Intermediate/Senior EDU1110 (4 hours)

Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

Geography

Geography Intermediate EDU1441 (2 hours) (Not offered in 1996/97)

A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.

Prerequisites: Two university courses (6 credits) in Geography.

Geography Intermediate/Senior EDU1440 (4 hours)

Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and instructional techniques and procedures will be illustrated in studies of learning experiences.

Prerequisites: Two university courses (6 credits) in Geography.

Geology

Geology Intermediate/Senior EDU1130 (4 hours) (Not offered in 1996/97)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for earth sciences will be investigated.

Prerequisites: Two university courses (6 credits) in Geology.

History

History Intermediate EDU1151 (2 hours)
A series of lectures and seminars, using Ministry of Education and Training guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.

Prerequisites: Two university courses (6 credits) in History.

History Intermediate/Senior EDU1150 (4 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.

Prerequisites: Two university courses (6 credits) in History.

Individual and Society

Individual and Society Intermediate/Senior EDU1270 (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course Individual and Society. Topics such as teaching methods, evaluation techniques, and resource materials will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.

Prerequisites: Two university courses (6 credits) in Psychology, Sociology, or Anthropology.

International Languages

German Intermediate/Senior EDU1140 (4 hours) (Not offered in 1996/97)
This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in German and demonstrated proficiency in speaking and writing the language.

Italian Intermediate/Senior EDU1190 (4 hours)
This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the International Languages Program (Elementary) on secondary school curricula. The programs found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.

Prerequisites: Five university courses (15 credits) in Italian and demonstrated proficiency in speaking and writing the language.

Spanish Intermediate/Senior

EDU1310 (4 hours) (Not offered in 1996/97)
A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in Spanish and demonstrated proficiency in speaking and writing the language.

Junior/Intermediate Education

Junior/Intermediate Education

EDU1450 (8 hours)
This course deals with the content and teaching methods related to curricula in Grades 4 to 8 of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1450 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Mathematics

Mathematics Intermediate EDU1221 (2 hours)

A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Intermediate Guidelines.

Prerequisites: Two university courses (6 credits) in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior

EDU1220 (4 hours)
A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.

Prerequisites: Two university courses (6 credits) in Mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, and problem solving.

Music

Candidates may select only one of the following: EDU1231, EDU1230, EDU1241 or EDU1240.

Music - Instrumental Intermediate

EDU1231 (2 hours)
Approaches to music learning through instrumental and vocal performance, listening, analysis and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.

Prerequisites: Two university courses (6 credits) in Instrumental Music or demonstrated proficiency in brass, winds and strings.

Music - Instrumental Intermediate/Senior EDU1230 (4 hours)

Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for Intermediate/Senior ensembles; research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ministry of Education and Training guidelines.

Prerequisites: Two university courses (6 credits) in Instrumental Music or demonstrated proficiency in brass, winds and strings.

Music - Vocal Intermediate EDU1241 (2 hours)
An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.

Prerequisites: Two university courses (6 credits) in Music, or appropriate background.

Music - Vocal Intermediate/Senior EDU1240 (4 hours)
Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving; implementation of different teaching styles; and the design of units reflecting the aims and objectives in the Ministry of Education and Training guidelines.

Prerequisites: Two university courses (6 credits) in Music, or appropriate background.

Physical and Health Education

Physical and Health Education Intermediate EDU1251 (4 hours)
An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

Physical and Health Education Intermediate/Senior EDU1250 (4 hours)
The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.

Prerequisites: Two university courses (6 credits) in Physical and Health Education. Consideration will be given to equivalent field experience.

Politics

Politics Intermediate/Senior EDU1260 (4 hours)
Lectures, seminars, and demonstrations on the following topics: political science (politics) as a discipline and its place in the secondary schools; the government of Canada - machinery, process, performance, and participation; principles of course construction - group preparation and presentation of representative units selected from the Ministry of Education and Training guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.

Prerequisites: Two university courses (6 credits) in Political Science.

Primary/Junior Education

Primary/Junior Education EDU1420 (10 hours)
This course deals with the content and teaching methods related to curricula in the primary and the junior divisions (junior kindergarten to grade 6) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1420 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Religious Education EDU1280 (4 hours)
Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools. The focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education.

Prerequisites: Five university courses (15 credits) in Theology or Religious Studies.

Science (General)

Science Intermediate EDU1301 (2 hours)

This course is designed to prepare teachers of science in the intermediate division (grades 7-10). It explores the teaching of selected units from the science guideline of the Ministry of Education and Training through workshops, lectures, and laboratory activities. Attention is paid to the skills of lesson planning, laboratory techniques, classroom management, questioning, cooperative small group learning, inquiry, evaluation, and to matching skills, content and strategies to student characteristics. Consideration will also be given to aims and objectives, selecting appropriate resources, multi-level classes, safety, and the maintenance and use of science equipment. During the course, candidates are exposed to science methods and content from grades 7-10.

Prerequisites: Three university courses (9 credits) in Science.

Science Intermediate/Senior EDU1300 (4 hours)

Designed to prepare teachers of biology, chemistry and physics in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ministry of Education and Training science guidelines, the skills of lesson planning, classroom management in a lab setting, and practical teaching strategies such as questioning and cooperative small group learning. Procedures for matching content, strategies and methods of evaluation to student characteristics are discussed. Candidates participate in small group discussions, workshops and laboratory activities. During the course, candidates are exposed to science methods and content from grade 7-12.

Prerequisites: Five university courses (15 credits) in Science.

Visual Arts

Visual Arts Intermediate EDU1011 (4 hours)

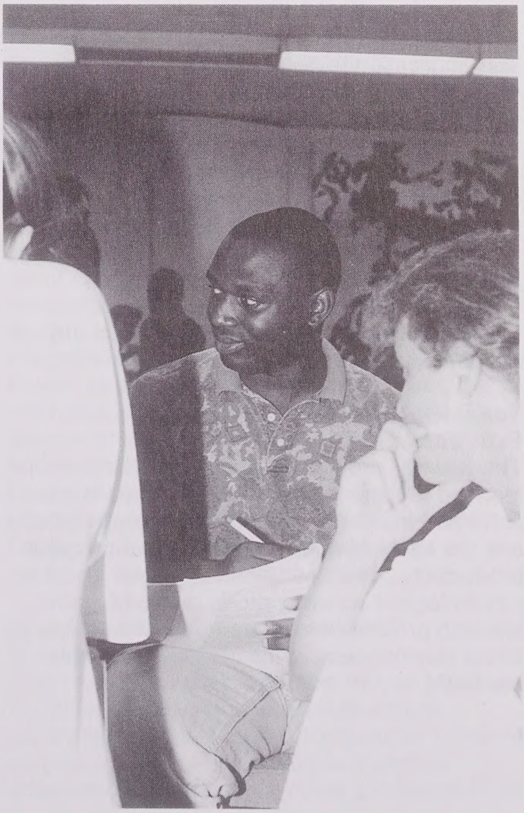
Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two- and three-dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.

Prerequisites: Two university courses (6 credits) in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (6 hours)

Three major areas of study: history, philosophy and current practice of art education: instruction and practice in two- and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.

Prerequisites: Two university courses (6 credits) in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.



Each Foundation course is 2 hours per week if conducted over the entire academic year, or 4 hours per week if conducted in either the Fall or Spring term.

Educational Psychology

Contemporary Issues in Educational Psychology EDU3260 (Not offered in 1996/97)

This course is designed for students with a background in psychology. A wide range of recent trends in educational psychology will be examined critically. Exact topics to be considered will be determined in part by student interests and in part by instructor interest and expertise. Some possible topics are: intelligence, compensatory education, improving instruction, teaching thinking, direct instruction, mastery learning, learning styles, competency testing, criterion-referenced measurement, teacher expectancies, motivation, discipline. This is a seminar course aimed at the intensive examination of current educational issues from a scholarly psychological perspective.

Learning and Human Behaviour EDU3070

The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Teaching - An Interpersonal Process EDU3110

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Understanding Children and Youth EDU3100

Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Individual Research Project (Educational Psychology) EDU3270

A student with a background in psychology who wishes to engage in a field based research project must obtain the approval of the Department prior to enrolling in this course. Assistance and guidance will be given during the course in selecting a project, in planning the study and in preparing the final report. The student, in addition, may be assigned to work with a mentor, if appropriate and acceptable.

Educational Policy and Foundation Studies

Adult Education EDU3280

A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Authority and Freedom in School EDU3190

Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby confront one with the moral dimension of the school.

Cross-Cultural Education EDU3210

The course will focus upon how human rights and multicultural issues, including anti-racism, are related to teaching and learning. Among the topics that will be covered are - Ontario's multicultural policy and anti-racism strategies, school board policies, human rights education, establishing a positive learning environment, gender and class, parental and community involvement, immigrant students, English as a Second Language, and heritage language teaching.

Developing a Personal Philosophy of Education EDU3140
A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

Evaluation of Student Performance EDU3040 (Not offered in 1996/97)
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and making of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

Foundations of Current Educational Thought EDU3165
A study of current issues related to schools and schooling. Topics may include sociocultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and other significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

Issues in International and Global Education EDU3131
A study of issues that affect schooling from an international perspective. The way in which global concerns such as ideology, human rights, literacy, ethnic and religious pluralism, wealth and technology, teacher roles and the social environment are related to schooling, student development, and curriculum policy and programs will be examined. An effort will be made to relate these issues to those currently being discussed in the context of Canadian education.

Ontario Schools and Canadian Education EDU3202
A critical examination of the major social, cultural, political, and economic issues that have affected the development of education in Ontario and Canada. These have shaped elementary and secondary schooling, teaching as a profession, public participation, funding, provisions for religious and ethnic diversity, and student participation including compulsory education and attendance. The course will also deal with such issues as the changing roles of teachers and students, curricular development and more general issues such as progressive education, education and employment, and changing concepts of the family and childhood and adolescence.

Program Organization EDU3020
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

Progressive Education: Theory and Practice EDU3163 (Not offered in 1996/97)
The impact of the Progressive Education school of thought in North America has had a profound affect upon educational theory and educational practices. Students will explore precursors of modern progressive education, how progressive education theory and practice evolved, John Dewey as a leading exponent and thinker, the child study movement, psychology as the science of education, child centred education, and free schooling. Students will examine the impact of progressive thought on public education and educators and the schools of Ontario - on organization, methodology, curricula, and student participation.

The School as a Professional Workplace EDU3164
This course provides a perspective on teachers as professionals in the workplace and on workplace organization as it influences teachers as professionals. The course will explore different orientations to teacher professionalism

and development and will centre around workplace characteristics and professional issues that support or constrain teachers' development as, for example, subject-matter specialists, skillful practitioners, users and producers of knowledge, reflective learners, and as participating members of society. The course prepares prospective teachers to understand and consider the factors that support quality teaching in daily practice and satisfaction in a long-term career.

Teaching: Students, Schools, and Systems EDU3161

NOTE: This is a required course for all students.

The knowledge, skills, and values explored in this core course are some of the basics requisite to understanding and working within the Ontario and Canadian context. Students will explore the goals or aims of schooling, structure and administrative patterns, and the foundations of curricula. Students will also examine the politics of education, for example, education and citizenship and the relationships among education, technology, and the world of work. With reference to the socio-cultural context of learning and teaching we will explore in particular multicultural or ethnic and racial issues that affect people and classrooms. Teaching and schooling will also be examined in relationship to the ethical values in society and the ethics of the teaching profession.

Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162

The focus of this course is on teachers' stories and on the reading, the writing and the telling of those stories. Stories of teaching and of teachers will be used to explore the interrelationship between the personal and the professional in teachers' lives and to understand the multi-faceted, richly textured nature of life as it is lived in classrooms and in schools. Narrative is understood as both a vehicle for professional development and a structure for understanding teachers' and students' lives, classroom situations, schools and systems.

Individual Research Project (Educational Policy and Foundation Studies) EDU3240

A student with appropriate background who wishes to engage in an individual research project must obtain approval of the department prior to enrolling in this course. A written proposal providing rationale, topic, method and research experience must be submitted for consideration during registration week. Supervision will be provided throughout the duration of an approved project.

Practice Teaching

Practice Teaching EDU4010

Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the OISE/UT staff. A candidate absent from scheduled assignments will be required to do a make-up session immediately following the completion of the final examination period.

Assignments are made in the jurisdictions with which OISE/UT has made formal arrangements.

Locations of Practice Teaching Assignments

School Boards

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-
  Wentworth R.C.S.S.
Metropolitan {Toronto} S.S.
North York
Peel
Scarborough
Simcoe
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations
(Intermediate/Senior students only)

Art Gallery of Ontario
McMichael Gallery
Metropolitan Toronto and Region
  Conservation Authority
University of Toronto Schools

Technological Studies/ Ontario Teacher's Certificate Programs

Ontario Teacher's Certificate
Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program, may be recommended to the Ministry of Education and Training for an Ontario Teacher's Certificate (OTC). This qualifies the holder to teach technological subjects in the Intermediate and Senior divisions of Ontario schools.

Bachelor of Education Degree and Diploma in Technical Education
The degree of Bachelor of Education will be awarded to students who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario Teacher's Certificate, with qualifications in Technological Studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who submit to the Registrar, proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1975 are eligible for the Bachelor of Education degree.

Admission Requirements
Applicants must meet all four of the following admission requirements:

1. Secondary school graduation, or its equivalent as determined by the Ministry of Education and Training.

2. An acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 49-50).

3. One of:

   - five years of wage-earning business or industrial experience in an approved area of Technological Studies (see page 28),

     OR

- a combination of post-grade 12 education related to the relevant area or areas of Technological Studies, and business or industrial experience totaling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of Technological Studies, of which no fewer than sixteen months must have been spent in continuous employment

OR

- at least 3700 hours of wage-earning experience and successful completion of a post-secondary education program related to the area of technological study. This wage-earning experience need not be continuous employment.

4. Competence in one area of Technological Studies at both the basic and related advanced level. Please refer to the list of subjects and codes on page 30.

Technical Proficiency Examination (TPE)

Competency will be determined by a Technical Proficiency Examination (TPE). Candidates will be tested on the fundamental principles, operations, processes and skills of the area of Technological Studies in which certification is sought.

However, candidates who hold one of the qualifications listed below may request that the TPE requirement be waived. The TPE Coordinator will provide further information during the first month of the program.

- a Ministry of Education and Training (formerly Skills and Development) Certificate of Qualification (C of Q) accompanied by the details of the examination showing at least 70% (B) standing in the area of Technological Studies for which certification is sought.

- a degree or a three-year diploma, supported by an official transcript, from a university, Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture, School of Nursing or the Ontario College of Art, showing proof of concentrated study (a minimum of 5 full courses) in the area of Technological Studies for which certification is sought.

Documentation

Each applicant must submit the following:

- an official transcript of all school, diploma or degree credit courses completed to date of application.
- official transcripts from secondary school, a College of Applied Arts and Technology and/or Universities where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted.
- a completed Technological Studies Information Folder.
- documented proof of wage-earning experience.
- a Certificate of Qualification where applicable. This must be accompanied by details of the examination showing final mark.
- evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 49-50).
- a completed OISE/UT preservice teacher education Applicant Profile and non-refundable service fee.
- a photocopy of a Canadian birth certificate or , in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name, where applicable.

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation. Educational documents from other Provinces or Countries must be translated to Ontario equivalents by the Ministry of Education and Training.

Applications and Further Information

Application forms and full instructions for applying may be obtained from the address below. Forms are also available on request from most Ontario University placement offices, normally beginning in September of the year prior to registration.

OISE/UT
Office of the Registrar
Preservice Teacher Education Programs
Admissions Unit, Room 132A
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone (416) 978-5988
FAX (416) 971-2775

- Applicants who receive an offer of admission to the OISE/UT preservice teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training) before registration.

Spring Program (Not offered in 1996/97)
This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ministry of Education and Training, a Provisional Letter of Standing valid for one year.

To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of OISE/UT. On successful completion of the final session, the candidate may be recommended to the Ministry of Education and Training for an Ontario Teacher's Certificate or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education Degree or the Diploma in Technical Education.

Areas of Technological Studies (Basic and Advanced Levels)

Communications

Art (2)
Communications Technology (4)
Computer Electronics (2)
Drafting Comprehensive
Electronics (2)
Graphic Communications (1)
Music (2)
Photography (2)

Construction

Architectural Drafting and Design
Construction Services
Construction Technology (4)
Electricity (1)
Environmental Control (1)
Plumbing (1)
Sheet Metal (1)
Trowel Trades (1)
Woodworking (1)

Manufacturing

Control Systems (2)
Engineering Drafting and Design
Foundry and Moulding Practice (1)
Industrial Electrics (4)
Manufacturing Technology (4)
Metal Fabrication (1)
Precision Machining (1)

Services

Appliance Repair
Cosmetology (1)
Culinary Arts (3)
Horticulture (2)
Hospitality (2)
Natural Resource Management (2)
Personal Care (2)
Services Technology (4)
Textile Maintenance (1)
Textiles & Clothing
Upholstery

Transportation

Agricultural Equipment (1)
Aircraft (2)
Auto Body (1)
Automotive (1)
Small Powered Equipment (1)
Transportation Technology (4)

Explanation of Codes

NOTE: Candidates who are required to submit a Certificate of Qualification must also submit details of the examination showing final mark.

1 - Requires a current Ministry of Education and Training Certificate of Qualification (C of Q).

2 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture or School of Nursing.

3 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or a current Ministry of Education and Training Certificate of Qualification (C of Q).

4 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology, or one Ministry of Education and Training Certificate of Qualification (C of Q) within the cluster, or three Additional Basic Qualifications (ABQ's) within the cluster.

Program of Study

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

Course Descriptions

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom EDU6100 (2.5 hours)

This course will address four different aspects of contemporary classrooms: classroom management, assessment and evaluation of student performance, school law in Ontario, and special education. Students will be introduced to: methods of establishing a positive learning environment; guidelines and suggestions for assessing student learning and achievement; the legal basis of education in Ontario; and special education, with particular reference to the needs of exceptional students.

Curriculum and Instruction

Principles and Methods of Teaching Technological Studies ETS1010 (4 hours)

This course is an introduction to pedagogical theory and practice appropriate to technological studies programs. Instruction and practice will be given in writing learning outcomes, planning learning activities, managing the classroom, and testing and evaluating the outcomes of instruction. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations and group assignments. Out of this practice, students will be able to synthesize a personal philosophy of Technological Studies education.

Curriculum Development for Technological Studies ETS1040 (4 hours)

This course is an introduction to the theory and practice of curriculum planning in a technological context. The course will pay particular attention to definitions of technology and curriculum, and a comparison of models of technology education. The theoretical aspects of the course will be applied to the development of a course of study, unit plans and resource materials which are sensitive to a variety of student learning styles, teaching approaches and evaluation procedures.

Foundations

Candidates must take three Foundation courses. Two required courses - Design Education for Technological Studies ETS3000, and History and Philosophy of Technological Studies ETS3070 - **plus** one from the area of Educational Psychology.

Design Education for Technological Studies ETS3000 (2 hours)

The emphasis of this course is on providing the candidate with a thorough introduction to design processes; that is, the particular form of practical problem-solving which lies at the heart of all technological activity. The philosophy and the theoretical principles which underlie design education will be examined. Using a variety of contexts as starting points, candidates will apply concepts and principles in the development of activities and materials appropriate to a range of learning outcomes in technological education.

History and Philosophy of Technological Studies ETS3070 (2 hours)

A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Educational Psychology

Candidates must select **one** of the following courses:

- Learning and Human Behaviour EDU3070
- Understanding Children and Youth EDU3100
- Teaching-An Interpersonal Process EDU3110

Learning and Human Behaviour EDU3070 (2 hours)

The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Understanding Children and Youth EDU3100 (2 hours)

Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Teaching - An Interpersonal Process EDU3110 (2 hours)

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Practice Teaching

Practice Teaching ETS4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the OISE/UT staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

ELGIN'S
EARLY BIRDS

Institute of Child Study (ICS)

The Institute of Child Study (ICS) is a centre of professional training in Childhood Education. In its program leading to the Diploma in Child Study, the Institute currently accommodates approximately 140 students. Its laboratory school, for children from 3 to 12 years, and its Infant Centre serve primarily as resources for students in the Diploma program, and are also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study - the first university laboratory preschool in Canada. In 1939 this school became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centres. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the laboratory school and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

While graduate study in Psychology had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in child study. In 1971 the Institute became a constituent of the Faculty of Education. This added a new emphasis to its program, combining psychological and educational issues in the study of children.

The OISE/UT Institute of Child Study offers a Diploma Program in Child Study with concentration in Childhood Education.

Two-Year Program

On successful completion of the two-year program, students are awarded the Diploma in Child Study by the University of Toronto.

Students who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program, are recommended to the Ministry of Education and Training for an Ontario Teacher's Certificate (OTC). This qualifies the holder to teach in the Primary and Junior divisions of Ontario schools. Graduating candidates may also be recommended for additional certification as outlined on the next page.

One-Year Program

Open only to candidates with approved professional experience. Candidates must complete five full courses, including all required courses. Successful candidates who hold the Ontario Teacher's Certificate and have at least two years of successful teaching experience, including one year at the primary level, will also be recommended for the Primary Education, Part 3 qualification.

Part-Time Program

The one-year program is also offered to qualified candidates on a part-time basis. The program can normally be completed over a period of two winters and one summer.

Admission Requirement

Applicants must hold an approved degree with at least a **B** standing from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at OISE/UT. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Application Procedure

Application forms, obtained from the OISE/UT Institute of Child Study, should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited.

An interview is required, unless distance makes this impossible, in which case the application will be considered on submitted records, and the applicant, if accepted, will be interviewed at the time of registration.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to the date of application.
- an official statement of additional academic or vocational courses, if applicable.
- two references from persons familiar with the applicant's academic and professional pursuits.
- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name where applicable.
- satisfactory evidence of freedom from tuberculosis (required by the Ministry of Education and Training).

NOTE: Documentation in a language other than English or French must be accompanied by an official translation.

Applications and Further Information

Program and course descriptions appear on the pages which follow. Requests for further details should be addressed to:
OISE/UT
Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone (416) 978-3457
FAX (416) 978-6485

Two concentrations are offered, Primary Education and Special Education. All candidates must successfully complete ten full courses, including all required courses. In addition, all candidates wishing to be recommended for the Ontario Teacher's Certificate must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work.

Candidates wishing to be recommended for Part 1 of the three-session qualification in Primary Education and Part 1 (Core 1 and Core 2) of the three-session qualification in Special Education must complete all required courses and elect ICS4070, Teaching Exceptional children.

Candidates wishing to be eligible for Part 2 of the three-session Primary Education program will complete one 6-week, first year placement in kindergarten/early childhood settings, and grade 1-3 settings as well as a grade 4-6 placement and at least one other 6-week placement, and a second year internship in an elementary classroom. They will elect ICS4074 (Psychology and Pedagogy of Reading), ICS4078 (Play, a Medium for Learning), or an equivalent approved course in their second year program. Candidates completing this program will be eligible for Part 2 after one year's successful teaching experience as attested by the appropriate supervisory officer.

Candidates wishing to be eligible for Part 2 of the three-session Special Education program will complete at least one 6-week, first year placement in a special education setting in addition to 6-week placements in kindergarten/early childhood, grade 1-3, and grade 4-6 placements. They will complete a two-part, second year internship in integrated and withdrawal special education settings. In addition, candidates will elect ICS4071 (Learning Disabilities), or an equivalent approved course in their second year program. Certificates will be endorsed for Learning Disabilities (if this course is taken), and a second area to be prepared by the student following Ministry materials as part of course ICS2231 (Advanced Practicum Seminar). Candidates completing this program will be eligible for Part 2 after one year's successful teaching experience as attested by the appropriate supervisory officer.

Program of Study

First Year

Child Study (half course) ICS1000
Children, Classrooms and Teaching ICS2120
Educational Assessment (half course) ICS2121
Curriculum Design and Implementation ICS2122
Teaching Practicum I (half course) ICS2124
Teaching Practicum II (half course) ICS2125

Two half-course electives: See List of Electives below and on the next page. One of these must be a core elective (ICS1002, 1003 or 1004). Students with no previous university course work in child development are required to take ICS1002.

Second Year

Socialization, Social Development, and Family Life ICS2210
Designing Educational Programs (half course) ICS2230
Advanced Teaching Practicum ICS2231
Advanced Teaching Practicum Seminar (half course) ICS2232

Four half-course electives or **equivalent:** See List of Electives below and on the next page. One of these must be a curriculum elective (ICS4070, 4072, 4074 or 4078)

List of Electives

Child Development (half course) ICS1002
Issues in Child Development (half course) ICS1003
Development in Infancy (half course) ICS1004
Exceptional Children (half course) ICS1011
Principles of Child Management (half course) ICS3250
Children's Theory of Mind (half course) ICS4050
Seminar and Practicum in Infant Assessment (half course) ICS4061
Independent Study ICS4062
Independent Study (half course) ICS4063
Independent Study (half course) ICS4064
Teaching Exceptional Children ICS4070
Learning Disabilities (half course) ICS4071
Emotional Problems in the Classroom: Assessment and Intervention (half course) ICS4072
The Psychology and Pedagogy of Reading (half course) ICS4074
Play, a Medium for Learning (half course) ICS4078

(continued on next page)

List of Electives (continued)

Special Topics in Child Study (half course) ICS4081
Special Topics in Child Study (half course) ICS4082
Legal, Ethical and Professional Issues in Working with Children (half course) ICS4281
Multiculturalism (half course) ICS4282
OISE/UT Graduate education courses (with permission of advisor)

Course Descriptions

Child Study (half course) ICS1000
A course designed for learning the skills and knowledge fundamental to the objective study of children and their development. This includes aspects of observing, assessing and interpreting the behaviour and development of children in diverse settings. The role of the practitioner as critical inquirer will be emphasized both in relation to relevant theoretical orientations and field practice.

Child Development (half course) ICS1002
An overview of child development, what influences it, and the changes that take place. Six major areas of development will be covered: physical and physiological growth, information, planning, and arousal systems, skills, temperamental and emotional characteristics, self processes, and behaviour.

Issues in Child Development (half course) ICS1003 (not offered in 1996/97)
This course examines particular theoretical and practical issues in child development. The aim of the course is to acquaint students with a variety of issues so they will come to see that theorizing and research are important and relevant to social issues and practical questions of child development.

Development in Infancy (half course) ICS1004
An examination of conditions during the prenatal and infant period of development that will have an impact on later development.

Exceptional Children (half course) ICS1011
A theoretical overview of different areas of exceptionality, presented in seminars supplemented by visits to a variety of educational and clinical settings serving the needs of exceptional children. Current programs and methods supportive of these children will be considered in terms of learning environment, parental adjustment, availability of community resources, and occupational possibilities.

Children, Classrooms and Teaching ICS2120
An examination of the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory.

Educational Assessment (half course) ICS2121
Students will be introduced to a range of informal and formal methods of educational assessment including means of observing and evaluating classroom behaviour and work, informal classroom tests, and formal or "standardized" group and individual tests (e.g.; CTBS, WRAT, Toronto Benchmarks, etc.). Aspects of record keeping and reporting to parents, colleagues, and formal assessment meeting (IPRC's) will be included.

Curriculum Design and Implementation ICS2122
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve in the area of Communications (speaking, reading, listening, writing, and mathematics).

Teaching Practicum I (half course) ICS2124
Supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings.

Teaching Practicum II (half course) ICS2125
Advanced supervised field experience in the Institute's laboratory school, in public and separate schools, and in other settings. An optional four-week full-time placement at the end of the academic year may also be arranged.

Socialization, Social Development, and Family Life ICS2210
An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

Designing Educational Programs (half course) ICS2230
An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

Advanced Teaching Practicum ICS2231
Second year Childhood Education students carry out an internship for an entire term in one setting (which may be preschool through grade six) in which they consolidate teaching skills under the supportive supervision of a mentor teacher.

Advanced Teaching Practicum Seminar (half course) ICS2232
This seminar will provide for discussion of topics and issues which emerge in student internships. (Must be taken in conjunction with ICS2231)

Principles of Child Management (half course) ICS3250 (not offered in 1996/97)
An exploration of methods designed to encourage desirable behaviour and discourage undesirable behaviour in children. Behaviourism and Skinner's contribution to it will be discussed in detail. Each student will conduct a behavioural self-modification project, to be submitted as a sample case study.

Children's Theory of Mind (half course) ICS4050
A course designed to introduce students to a new area of developmental research. This area concerns children's understanding of themselves and other people as psychological beings.

Seminar and Practicum in Infant Assessment (half course) ICS4061
A course designed to acquaint students with recent research and practice in infant assessment. Understanding of developmental stages as an aid to assessment and diagnosis is emphasized. Students will be introduced to the use of the Bayley Scales of Infant Development and will survey a variety of other types of infant tests.
Prerequisite: ICS1004 (half course) or equivalent.

Independent Study ICS4062
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Independent Study (half course) ICS4063/ICS4064
Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Teaching Exceptional Children ICS4070
This course offers an introduction to and overview of the characteristics of exceptional children as well as an overview of policies and practices in special education. Particular emphasis is given to methods of understanding and assisting children identified as exceptional. Students will be helped to develop confidence in assessing children with special needs and in gathering information about them. Case studies and practicum experience will be used to prepare modified instructional programs to address exceptionalities in learning and behaviour.

The course fulfills the Ontario Ministry of Education and Training requirements for Core 1 and Core 2 of the Additional Qualification, Special Education 1.

Learning Disabilities (half course) ICS4071
Learning disabilities refers to a wide range of problems in educational achievement, ranging from specific conditions affecting specific domains (e.g., reading, math) to lowered achievement associated with lower general aptitude, age, ineffective instruction, etc. In this course, we will examine the legal and

professional meanings of learning disabilities, the current status of research in the area, and practical aspects of diagnosing and working with children referred for learning disabilities. We will also consider aspects of reporting and consulting with parents of such children.

Emotional Problems in the Classroom: Assessment and Intervention (half course) ICS4072

In this course we examine the most common emotional and behavioural problems that are evident in classrooms. Problems such as aggression, shyness, depression, attention deficit, and hyperactivity will be covered. A framework will be developed for recognizing when behaviour become problems and making sense of problems in context. Aspects of school-based interventions and working with parents will be considered.

The Psychology and Pedagogy of Reading (half course) ICS4074

This course will examine the reading process from four perspectives: how individuals learn to read; some of the factors that affect the ability to read; and how these factors can be modified to improve reading ability; how contemporary practice in reading pedagogy and in assessment connects to reading theory; and how an understanding of the reading process can enrich practice in the teaching and assessment of reading. The principal objective of the course is to help students become informed practitioners in the teaching and assessment of reading and to develop a long-term interest in developments in the field.

Play, a Medium for Learning (half course) ICS4078

An exploration of the role of "play" in the development and education of children, with an emphasis on the observation, analysis and interpretation of play activity. Topics will include the contribution of play to literacy, numeracy, basic thinking skills and problem solving, as well as to social competence and mental health.

Special Topics in Child Study (half course) ICS4081/ICS4082

A course designed to permit the study, in a formal classroom setting, of a specific area of child study not already covered in the courses listed for the current year. Topics will be announced in registration materials mailed out during the summer.

Legal, Ethical and Professional Issues in Working with Children (half course)

ICS4281 (not offered in 1996/97)

Taking the issue of "children's rights" as a starting point, this course will include topics on legislation affecting professionals who work with children: ethical issues such as confidentiality and informed consent; the relationship between ethical and legal responsibilities; the roles and responsibilities of professional organizations; and professional competence.

Multiculturalism (half course) ICS4282

Deals with issues in consulting, assessing, and educating children in a multicultural society. Particular attention is given to child assessment and school-age curriculum in multicultural perspective.

Library Fees and Fines

Tuition Fees

Administrative User Fees

The University reserves the right to alter the fees and other charges described in this calendar. Please refer to the Fees Schedule for full details on Tuition Fees and Fees Refunds.

1. The minimum first payment for the preservice teacher education program, and outstanding payments for any previous session at the University of Toronto, must be made prior to registration in September or you may not be allowed to register.

2. The total fee for the session is assessed to your account at registration. If you have not paid the total amount of fees owing, service charges will be assessed as follows: all outstanding balances, regardless of source of payment, or when the course or program is held, are subject to a service charge of 1.5% per month compounded, first assessed on October 15th and on the 15th of each month thereafter (regardless of the day of the week on which the 15th falls) until paid in full.

3. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal.

4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term.

Library Fees and Fines (1996/97)	**$**
Lost book	75.00
Lost bound serial	125.00
Lost unbound serial	75.00
Lost audiovisual item	Replacement cost plus processing fee
Damaged item	25.00
Overdue fines	
• Regular loans (per day, per item)	.50
• Reserve/Library use items (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Recall (per day, per item)	2.00

Tuition Fees and Administrative User Fees (1996/97)

Tuition Fees

Bachelor of Education and Diploma in Technical Education

Full-time Student Fees	**$**
Academic fee	
Domestic students	3,173.00
International students	11,000.00
+Non-academic incidental fees	
Domestic students	560.02
International students	560.02
University Health Insurance Program	
Domestic students	-----
International students	546.39
Total fee payable	
Domestic students	3,733.02
International students	12,106.41
Minimum first payment	
Domestic students	2,464.00
International students	7,706.00
Part-time Student Fees	
Academic fee per course	
Domestic students	634.60
International students	2,200.00
+Non-academic incidental fees	
Domestic students	179.69
International students	179.69
University Health Insurance Program	
Domestic students	-----
International students	546.39

+ Payable once per session

Tuition Fees

Diploma in Child Study

Full-time Student Fees	**$**
Academic fee	
Domestic students	3,186.00
International students	11,000.00
+Non-academic incidental fees	
Domestic students	560.02
International students	560.02
University Health Insurance Program	
Domestic students	-----
International students	546.39
Total fee payable	
Domestic students	3,746.02
International students	12,106.41
Minimum first payment	
Domestic students	2,472.00
International students	7,706.00
Part-time Student Fees	
Academic fee per course	
Domestic students	637.20
International students	2,200.00
+Non-academic incidental fees	
Domestic students	179.69
International students	179.69
University Health Insurance Program	
Domestic students	-----
International students	546.39

+ Payable once per session

Administrative User Fees - All Programs

Application fee	70.00
Late registration fee (plus $5.00 per day)	43.00
Re-registration	24.00
Re-instatement	60.00
Official transcripts	6.00
Copy of record	13.00
Duplicate tax receipts	3.00
Letters/Forms of Confirmation	6.00
Advanced Standing Evaluations	57.00
Supplemental examinations (per course)	70.00
Replacement of student card without photo	3.00
Replacement of Calendar	4.00
Calendar for persons not registered in OISE/UT	4.00
Petition to re-read examination *	35.00
Petition to recalculate grade *	13.00
Final marks (replacement copy)	13.00

* (refundable if the grade is changed in the student's favour)

Financial Assistance

Government Financial Aid Full-Time Students

The Ontario Student Assistance Program (OSAP) is available to Ontario residents who are Canadian citizens or permanent residents, to assist with educational and living expenses. OSAP loans are interest-free and non-repayable while the student remains enroled in full-time studies. The Loan Forgiveness Program provides partial forgiveness of loans at graduation for students who have incurred large debt loads.

Information concerning the eligibility and assessment criteria may be obtained from:
Admissions and Awards
214 College Street
University of Toronto
Toronto, Ontario M5S 1A3
Telephone (416) 978-2190.

Application forms are available from OISE/UT and Admissions and Awards. It is strongly recommended that students apply for OSAP assistance prior to May 31.

Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

Ontario Work-Study Plan

This program is funded by the University and the Ministry of Education and Training and provides on-campus part-time employment to students with financial need in second year or higher. Eligibility information and applications are available from Admissions and Awards.

Ontario Bursary for Students with Disabilities

Non-repayable assistance of up to $2,000 is available for full-time and part-time OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards.

Ontario Child Care Bursary

This OSAP bursary assists married and sole-support parents with the costs of unsubsidized child care. Applicants must have qualified for OSAP and can be enrolled in either full-time or part-time studies. Information and applications are available from Admissions and Awards.

Part-Time Students

Part-time students may also qualify for OSAP assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has established a loan program for part-time students. Unlike OSAP loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational expenses such as tuition, books, and transportation. Further information and application forms may be obtained from Admissions and Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government offers summer course bursaries for second-language teachers. This program is administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Education and Training, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Faculty Council of OISE/UT offers bursaries ranging in value from $200 to $700 to students registered in the preservice teacher education program who demonstrate financial need. Applications must be submitted to the Registrar of OISE/UT before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance.

University of Toronto Alumni Association Loan Fund

Loans are available to undergraduate and graduate students enrolled in a full-time course at the University, in second and subsequent years. Funds are available for emergency purposes only.

Particulars may be obtained from the Secretary of the Loan Committee, Alumni House, 21 King's College Circle, Toronto M5S 1A1 (978-2366).

Federation of Women Teachers' Associations of Ontario Loan Fund

Loans are available to women students enrolled in their final year at a faculty of education who are prospective members of FWTAO (P/J division), have received above average grades and have been recommended by their faculties, and have exhausted all other possibilities of student aid. The maximum loan is $800. Loans are to be repaid to the student teacher loan fund within three years. The first year is interest-free and the following two at half the bank rate. Applications must be made to the person in charge of student loans at a faculty of education who will contact the Federation on behalf of the student.

Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to the value of the annual income will be made to graduates of the teacher education program who are continuing in a Ministry of Education and Training certification course in Special Education at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the OISE/UT Awards Committee by April 1.

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989.

Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students at the Institute of Child Study in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Spring competition. The competition is administered by the I.C.S. Leighton-McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Diploma program. Interested students should submit a one page proposal by October 15 or February 15 depending on the term in which they plan to attend a conference. The proposal should be given to the Chair of the Leighton-McCarthy Committee.

Prof. Arthur Louden Memorial Entrance Scholarship in Science

Mrs. Francis Drover Louden has endowed an award in honour of her husband, Prof. Arthur H. Louden, who taught Science Education at the Faculty of Education, University of Toronto, from 1944 to 1971 and was Chair of the Science Department in the Faculty from 1955 to 1971.

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to persons admitted to the Intermediate/Senior Division in the teacher education program who will enrol in Science and have best demonstrated high academic achievement in biology or chemistry or physics, and a desire to teach Science. The maximum value of each award is not more than $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the teacher education program who have selected Science as a teaching subject and who apply for the award. The application deadline is July 1.

Morgan Parmenter Award in Guidance

Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968.

One or more awards, to the value of the annual income, will be granted to graduates of the University of Toronto teacher education program who are continuing in a Ministry of Education and Training additional qualification course in Guidance at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected by the OISE/UT Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the OISE/UT Awards Committee by April 1.

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science

Mrs. Elizabeth Peterson, Chair of the Board of Directors, Boreal Laboratories Ltd., has endowed an award in OISE/UT in honour of Dr. R. L. Peterson, 1920-1989. Dr. Peterson was a professor in the Department of Zoology at the University of Toronto, Curator of the Department of Mammalogy at the Royal Ontario Museum, a Director and Chairman of the Toronto Zoological Society and founder and Chairman of the Board of Directors of Boreal Laboratories.

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to the person admitted to the Intermediate/Senior division in the preservice teacher education program who will enrol in Environmental Science and Science and who best demonstrates financial need, involvement in community work and activities providing preparation for a career in teaching and who shows a desire to teach and has good academic standing. The maximum value of each award is $1000.

The recipient will be selected by the OISE/UT Awards Committee by August 1, from persons admitted for the following academic year to the Intermediate/Senior division of the teacher education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

This award was established by the family of Bertha Robertson on the occasion of her 88th birthday, December 31, 1991. Mr. and Mrs. Robertson both graduated from the University of Toronto.

One or more awards to the value of the annual income of the endowment will be granted by the OISE/UT Awards Committee to a person or persons admitted to the preservice teacher education program in the Primary/Junior Division who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior Division, teacher education program and who apply for the award. The application deadline is July 1.

Percy H. Taçon Memorial Bursary

This bursary was established by Mrs. P. H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario Artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970.

The bursary, in the amount of $500, will be awarded annually to a student registered in the Visual Arts option of the B.Ed./O.T.C. Program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Candidates must apply to the OISE/UT Awards Committee by November 1.

THEY'RE ALL ABOUT YOU
PEACE

Awards and Honours

The staff and students of the preservice teacher education program have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and OISE/UT. In addition, a fourth award recognizes an outstanding contribution to the life of OISE/UT. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object - a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour
This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour
This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour
The staff and students of the preservice teacher education program, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who most demonstrates 'outstanding qualities of scholarship, teaching ability, and character'.

Award for Outstanding Contribution to the Life of the Faculty
This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the preservice teacher education program. Nominations for this award may be made to the OISE/UT Awards Committee by staff and students by a deadline established each spring.

OISE/UT Commendation

This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year .

Institute of Child Study Honours List

Diploma in Child Study students who graduate with an A in each academic course and CR in each practicum course are described as graduates "With Honours".

NOTE: Unless otherwise stated, when an award has an endowment the value of the annual award or awards will be determined by the annual income of the endowment.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this award is the Institute of Citizenship. It is presented annually to a student of geography in the preservice teacher education program on the basis of academic standing, concern for others, perseverance, and qualities of leadership.

Mark A. R. M. Crowe Memorial Award

This award was established by the family and friends of Mark Alexander Crowe, B.A., B.Ed., M.B. Mark was an Honours Graduate of Victoria College, 1977, and the Faculty of Education, 1985, University of Toronto. While saving the life of a stranger, Mark died on June 18, 1988.

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient will be a student in the Intermediate/ Senior, History/Politics program who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. The value of the award will be the annual income.

James W. Fair Award in Elementary Education

This award was established as a memorial to Dr. Jim Fair, who was a professor at the Faculty of Education from 1971 to 1989. He served as Assistant Dean, Chair of Elementary Education, and Chair of the Institute of Child Study.

The annual award will be made to a student in the Primary/Junior or Junior /Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of OISE/UT, and an intention to pursue further study in education.

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institute of Child Study. $500 is awarded annually to a second-year student in each of the two programs leading to the Diploma in Child Study. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

O. E. C. T. A. Award of Excellence

The Ontario English Catholic Teachers' Association has established this award of $200 and an O.E.C.T.A. pin for the student in the preservice teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education Foundations course, and has demonstrated outstanding practice teaching and academic performance.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average.

R. J. McMaster Award

This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program at OISE/UT.

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of OISE/UT.

Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. One or more fellowships shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council, on the recommendation of the Faculty Council of OISE/UT, may from time to time determine.

Applicants must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other approved university.

Applicants must be residents of Ontario, hold a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of teaching experience and evidence of ability to make a contribution to elementary and/or secondary education in Canada as a result of further work. An application form may be obtained from the Registrar, OISE/UT. Completed applications must be received by March 15.

P. A. Petrie Huron County Scholarship
This award was established by a bequest from the late Mrs. Helen M. Petrie in memory of Professor P. A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the teacher education program (mathematics and/or science teaching option) at OISE/UT, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school.

Alexander Pringle Seggie Award
This award was established by the late Irene Elizabeth Seggie as a memorial to her husband, Alexander Pringle Seggie, a Professor in the Faculty of Education from 1949 to 1974.

The award will be made annually to the student in the preservice teacher education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program.

A. P. Seggie Memorial Award
The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Vocal Music (The Changing Voice)
This scholarship is awarded to a full time student in the teacher education program who is academically eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10.

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)
This scholarship is awarded to a full-time student in the teacher education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration.

Award Winners 1995/96

Primary/Junior Award of Honour
Paul Anthony Yip

Junior/Intermediate Award of Honour
Cherisse Anne Tanfara

Intermediate/Senior Award of Honour
Arlene Louise Wood

Award for Outstanding Contribution to the Life of the Faculty
Carolyn Rogers

Arnolds Balins Award/Geography
Olga Antzoulatos

Mark A. R. M. Crowe Memorial Award/History and Political Science
Geoffrey James Booth

Jeffrey Drdul Memorial Award in Special Education
Carolyn Elizabeth Simmons
Jennifer Cheung

Faculty of Education Commendation
Student Members of the Employment Preparation Conference Committee
Christine Borowski
Maria Immacolata Coluccio
John Raymond Marentette
Leonora Agro
Danila Danesi De Sousa
Juanita Louise Moons
Josie Zuppa
Anna Lydia Candeloro
Magdalena Maria Grzesiuk
Kristina Louise Farentino
Julie Sarah Millan
Jason Wiggins
Michelle Barnes
Lisa Michelle Davies
Daniel Lloyd Bailey
Natalie Carla Mohipp
Robert William Kay

James W. Fair Award in Elementary Education
Elaine Su-Chan Tan

Prof. Arthur Louden Memorial Entrance Scholarship in Education
Mukesh Kumar Goel
Anthony J Meli
Linda Kathleen Ryan
Estella Shiaotin Wu

R. J. McMaster Award/English
Michael John Tanner

O.E.C.T.A. Award of Excellence
Richard Keith Neilson
Assuntino Gabriele Romano
Paul Anthony Yip

William Pakenham Fellowship in Education
Anne Marie Sinclair
Matthew William Donald Maxwell
Oksana Kurylin

Morgan Parmenter Award in Guidance
Calvin Duane Van Eek

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science
Parvez Ahmad
Gail Maria De Souza

P. A. Petrie Huron County Scholarship/Mathematics and/or Science
Arlene Louise Wood

R. Darrel Phillips Award/Technological Studies
Timothy Vincent Wall

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education
Ana Paula Goncalves

Alexander Pringle Seggie Award
Danila Danesi De Sousa

A. P. Seggie Memorial Award/Business
Lila Maureen Read

Percy H. Taçon Memorial Bursary
Patriciu Calimente

Don Wright Scholarship in Music Education
James D. Oatt

Don Wright Scholarship in Vocal Music
Anne Christine Jordan Whyte

Leighton McCarthy Memorial Scholarship in Child Assessment and Counselling
Stephanie Elizabeth Lane

Leighton McCarthy Memorial Scholarship in Childhood Education
Rosemarie Ann Nauta

Policies and Regulations

English Language Proficiency Policy

English is the language of instruction for all preservice teacher education courses at OISE/UT, with the exception of some Modern Language Education courses. Consequently, to be successful in these courses and in the Practicum, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. OISE/UT is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate Program, as well as Ministry of Education and Training Special Student applicants to the Continuing Education Program are required to give evidence of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma In Technical Education Program

All students applying for admission to the Diploma in Technical Education/Ontario Teacher's Certificate Program, must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

For Applicants To The Bachelor Of Education Degree Program

All students applying for admission to the Bachelor of Education/Ontario Teacher's Certificate Program must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

For Ministry of Education and Training Special Students Applying To The Continuing Education Program

All teachers seeking Ontario Certification who have been directed by the Ministry of Education and Training to take professional courses at a faculty of education, and who apply for admission to the Continuing Education Program to complete such requirements must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

B. Acceptable Tests and Required Scores

NB: All tests must have been taken within the 3 years prior to the date of application to the OISE/UT Teacher Education programs.

i) An official statement of the results of **TOP** (Test of Oral Proficiency) showing a minimum score of 7.0 and **TOW** (Test of Written Proficiency) with a minimum score of 3.0.

OR

ii) An official statement of results of **TOEFL** (Test of English as a Foreign Language) showing a minimum score of 600, **and the TWE** (Test of Written English), showing a minimum score of 6.0, **as well as the TSE** (Test of Spoken English), showing a minimum score of 220.

OR

iii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 5.

OR

iv) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 92 **and also the** Oral Interview component, showing a rating of 4.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE/UT for the respective Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate Program application/admission cycle. In the case of Continuing Education applicants the deadline would be that which is published for each session.

D. Information about the Tests Which are Acceptable as Evidence of English Language Proficiency

Information about the content of tests, test dates, test requirements and applicable fees may be obtained as follows:

1. **TOW** (Test of Written Proficiency)
TOP (Test of Oral Proficiency)
School of Continuing Studies
158 St. George Street
University of Toronto
Toronto, Ontario, Canada M5S 2V8
Telephone: (416) 978-6529

2. **TOEFL** (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)
Educational Testing Service
P. O. Box 6151
Princeton, New Jersey
U.S.A. 08541-6151
Telephone: (609) 921-9000

3. **IELTS** (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU

(Applicants may also contact their nearest British Council Office)

4. **MELAB** (Michigan English Language Assessment Battery)
English Language Institute
Testing and Certification Division
3020 North University Building
The University of Michigan
Ann Arbor, Michigan
U.S.A. 48109-1057
Telephone: (313) 764-2416/763-3452

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact:
OISE/UT
Office of the Registrar
Preservice Teacher Education Programs
Admissions Unit, Room 132A
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-8833.
FAX (416) 971-2775

Grading Practices Policy - Bachelor of Education and Diploma in Technical Education One-Year Programs

NOTE: Grading Practices Policies for the following programs are printed in the calendars specific to each of those programs and are also available from the Registrar's Office:

- B.Ed./O.T.C. Two-Year Pilot Program in Teaching and Learning
- Diploma in Child Study
- Graduate Studies
- Continuing Education

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:

    i) a list of all assignments, with due dates;
    ii) the weighting factor or percentage allotment for each course requirement;
    iii) a statement on the procedure used to determine final grades;
    iv) a description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.

4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. At least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.

6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. OISE/UT has the final responsibility for assigning the official course grade.

B. Evaluation Procedures - Practice Teaching

The evaluation of student performance in practice teaching will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first practice teaching session.

2. An interim performance evaluation for each practice teaching session with feedback to the student.

3. Written documentation of the final assessment of the practice teaching session.

C. Conditions for Final Standing

1. Students will be evaluated on all four components of the program: Curriculum and Instruction, Foundations, Practice Teaching, and the compulsory course - The Contemporary Classroom.

2. Grades in the Curriculum and Instruction subjects and Foundations courses will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, FX.

    Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as Credit (CR) and a final Fail grade as No Credit (NCR).

Grades in the Contemporary Classroom will be reported as Credit (CR) or No Credit (NCR).

3. The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundation Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Translation Table
A+		90 - 100%	95%
A	Excellent	85 - 89%	87%
A-		80 - 84%	82%
B+		77 - 79%	78%
B	Good	73 - 76%	75%
B-		70 - 72%	71%
C+		67 - 69%	68%
C	Adequate	63 - 66%	65%
C-		60 - 62%	61%
D+		57 - 59%	58%
D	Marginal	53 - 56%	55%
D-		50 - 52%	51%
FX	Inadequate	00 - 49%	25%

Grade Scale for Practice Teaching and the Contemporary Classroom - Credit/No Credit (CR/NCR)

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

4. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a student must attain:

   i) a minimum of a C average in each of the following components of the program:
   - Curriculum and Instruction*
   - Foundations

   ii) a minimum of a D- grade in each course in:
   - Curriculum and Instruction
   - Foundations

   iii) a Credit (CR) in:
   - Practice Teaching**
   - The Contemporary Classroom***

* For Junior/Intermediate students, the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/Intermediate course three times the weight of the Intermediate course.

** To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate, a student must receive a Pass in each scheduled practice teaching session (includes all appraisals). A student who receives a Fail in one session of practice teaching may be given the opportunity of earning a Pass in an additional session of practice teaching immediately following the completion of the final examination period, subject to review and approval by the Practice Teaching Office. This opportunity will be given only once. A student who receives a Fail in more than one session of practice teaching will receive a final grade of NCR (No Credit) for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate.

*** In order to receive credit in this course a student must receive a Pass in each of the four components of the course: Classroom Management, Assessment and Evaluation of Student Performance, School Law in Ontario, and Special Education.

D. Supplemental Privileges

1. Supplemental privileges granted in D.2 and D.3 following, are limited to a combined total of two courses of which only one may be a Curriculum and Instruction course.

2. A student may be granted supplemental privileges in a course in which an FX has been received, or in the Contemporary Classroom, NCR. There are no

supplemental privileges for a final grade of NCR in the Practice Teaching component of the program.

3. A student who receives a final grade of C-, D+, D or D- in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the grade has reduced the average in the component to less than a C.

4. Application for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

5. A student granted supplemental privileges may qualify in one of the following ways, as authorized by the Faculty Council of OISE/UT:

   i) by taking an examination during July or August;

   ii) by otherwise satisfying the requirements of the department(s) concerned.

6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate.

7. No student will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Faculty Council of OISE/UT.

E. Student Access to Examination Papers

1. Copies of final examination papers for the preceding five academic years are available in the OISE/UT Library. These are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Associate Dean (Preservice). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

F. Withdrawals

A student may withdraw from the preservice teacher education program without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the student's academic record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of FX or NCR, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

G. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Chair of the Department or, if appropriate, to the Associate Dean (Preservice), who shall take steps to ensure fairness and objectivity.

H. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and

ii) Students must be treated in a fair manner, recognizing their freedom of choice to attend class or not without penalty.

2. **Procedures**

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.

ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.

iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Chair of the Department with a report on the attendance at the class where the vote was taken.

iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Chair of the Department with his or her recommendation, along with the results of any classroom votes. The Chair, in consultation with the Associate Dean (Preservice), shall then make a decision.

v) Where classes are not able to convene, the instructor, with the prior approval of the Chair of the Department, shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Chair of the Department, in consultation with the Associate Dean (Preservice), will make such changes and submit them for approval to the Provost. Where courses are to be cancelled, approval of the Faculty Council of OISE/UT is required. If the Faculty Council of OISE/UT cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

NOTE: The full text of the University's Grading Practices Policy is available in the Registrar's Office.

Appeal Procedures

Bachelor of Education and Diploma in Technical Education One-Year Programs

A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the Instructor, in writing, to the Chair of the Department within two weeks of receiving the decision . The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department , in consultation with members of the Department, will review the case and submit to the student and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department . The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee, in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

5. The student may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

B. Appeal of Failures in Practice Teaching

A student may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), students should be aware of the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Co-ordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Co-ordinator a written statement detailing the grounds of the appeal. The Practice Teaching Co-ordinator will send, within three working days, a copy of the student's appeal to the associate

teacher. The Practice Teaching Co-ordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.

2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Co-ordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Co-ordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The student, the associate teacher or the Practice Teaching Co-ordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

4. The student may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations. A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

Policies and Principles for Admission to the University of Toronto

1. Preamble

a. These Policies and Principles apply to the recruitment and selection of students for admission to all programs of study at the University of Toronto which lead to a degree, diploma or certificate.

b. These Policies and Principles supplement but do not supplant specific requirements for admission that are determined by individual academic divisions of the University. No specific requirements, however, may be inconsistent with or contravene these policies and principles.

c. These Policies and Principles govern the conduct of all persons who officially represent the University of Toronto or anyone of its colleges, faculties, or schools in liaison with prospective students or secondary schools.

d. These Policies and Principles constitute a commitment on the part of the University of Toronto towards secondary schools and other post-secondary institutions to share fully the responsibility for working in the best interests of education and society generally and of students individually.

2. Statement of Policies and Principles for Selection

a. The University of Toronto admits the best possible students on the basis of academic performance and potential as required by the curricular content and, where judged relevant by the division, professional requirements of the individual degree or diploma program(s) to which the applicant seeks admission.

b. Individual colleges, faculties, and schools may recognize a variety of achievements that they deem worthy of consideration and exemplary to other students.

c. The University of Toronto admits students to its colleges, faculties, and schools in the expectation that students will be successful in achieving their academic goals or other academic objectives, and make significant personal and professional contributions to their communities.

d. With the exception of the specific conditions provided for in Section 2.e, neither the University nor any of its colleges, faculties, and schools will establish requirements for admission that in any respect involve criteria, either implicit or explicit, which are based on personal characteristics such as race, ancestry, colour, ethnic origin, sex, creed, age, marital status, family status, sexual orientation, physical disability, alumni status, or actual or potential for benefaction to the University.

e. The University of Toronto in recognition of its special responsibilities to the peoples of Metropolitan Toronto, Ontario, and Canada, and to the diversity of those peoples may, on occasions when they are deemed necessary by the Academic Board on the recommendation of the Committee on Academic Policies and Programs, establish special criteria and procedures for admission with the intention of specifically improving the participation of particular groups as students.

f. The rate at which students complete their secondary school programs will not be taken into account in selecting students for admission.

g. When information is available about terms of secondary school study - regular session, summer session, evening session - and about the number of times a student attempts a course, it may be taken into account in the selection process.

h. The University **may** take the results of standardized tests - aptitude and achievement - into account in the selection process when they are available and relevant to the program(s) to which the applicant is seeking admission. In so doing, the University will take fully into account any instructions for statistical interpretation of test results provided by the testing agency.

3. Statement of Principles for Student Recruitment and Liaison

a. The requirements for admission to each college, faculty, and school will be stated clearly and definitively.

b. The dates concerning application, notification, and candidates' replies will be stated clearly.

c. Whenever waiting lists are employed, they will be reasonable in terms of length and applicants' qualifications.

d. In representing the University, all publications and presentations prepared by it and any of its colleges, faculties, and schools will make honest portrayals and avoid negative comments about other institutions.

e. The University will take full responsibility for all persons who become involved formally in the recruitment process by acting as agents of the University - registrars, liaison officers, counsellors, faculty, alumni, athletic coaches, students.

f. For undergraduate programs that can be entered directly from secondary school, the University will always be prepared and willing to cooperate with secondary schools to improve the admissions process specifically and the transition from school to university generally.

g. The University will make announcements of admissions decisions promptly, and in the case of favourable decisions will wherever possible announce related decisions - student awards and residence - simultaneously.

4. Divisional Policies and Requirements

Individual faculties, schools and colleges may establish additional policies, procedures, and requirements for admission provided that they do not contravene the **Policies and Principles for Admission to the University of Toronto**

Academic Sanctions For Students Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education and Training certificates, students must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the **Code of Student Conduct.**

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.
- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquires; will not make recommendations for Ministry of Education and Training teaching certificates. Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied, first, to outstanding University debts and, second, to current fees.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of the appropriate fee (see page 40). Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Access to Official Student Academic Records

In accordance with the "Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto", students may obtain access to their academic records upon written request to the Registrar of OISE/UT. Below are excerpts from this policy. The full text is available in the Registrar's Office.

4 (a) Access by a Student

i) A student may examine and have copies made of his or her official student academic record as defined in Section 3 of the policy, with the exception of those portions of the record which comprise letters of reference, evaluations and appraisals (Section 3(b)(v)) which have been provided or obtained on the expressed or implied understanding that they shall be maintained in confidence.

ii) A student's request to examine a part of his or her official student academic record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) A student has the right to challenge the accuracy of his or her official student academic record with the exception of the material specifically excluded in Section 4(a)(i) and to have his or her official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division.

Reference to such comments does not appear on reports such as transcripts or statements of results.

v) It is assumed that all documents relating to petitions and appeals (Section 3(b)(iii)) of the policy and not provided on the understanding that they shall be maintained in confidence will be retained within a division, and when needed by a student, will be made freely available. In addition, The Statutory Powers Procedure Act, 1971 of Ontario requires that where the good character, propriety of conduct or competence of a party is in issue in any proceedings in a tribunal to which the Act applies (such as the Academic Appeals Board of the Governing Council), the party is entitled to be furnished prior to the hearing with "reasonable information" of any allegations with respect thereto.

4 (b) Access by Alumni and Former Students

) An alumnus or alumna or a former student may examine and have copies made of the portion of his or her official student academic record as defined in Section 3(a) of the policy.

i) A request from an alumnus or alumna or a former student to examine the portion of the official student academic record as defined in Section 3(a) of the policy, shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

ii) An alumnus or alumna or a former student shall have the right to challenge the accuracy of his or her official student academic records only under such terms and conditions as the academic division may determine .

4 (c) Access by University Staff and Members of Official University and Divisional Councils and Standing Committees

Members of the teaching and administrative staff of the University and members of official University and divisional councils and committees shall have access to relevant portions of an official student academic record for purposes related to the performance of their duties. A staff member requesting information must have a legitimate need to have the requested information for the effective functioning of the position or office.

Where members of the teaching staff have access to official student academic records for the purpose of research, they must fully comply with the University's research policies and protocols, and shall not have access to students' names, addresses, and telephone numbers without the students' written consent.

Access to medical information as defined in Section 3(b)(iv) of the policy shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

The Department of Alumni and Community Relations shall have access to appropriate personal information on students and alumni for the purpose of maintaining contact with alumni and their next of kin.

4 (d) Access by University Campus Organizations

Recognized campus organizations in the University of Toronto shall have access to the information referred to in Section 3(a)(ii) of the policy as well as to the sessional address and telephone number of students named by that organization for the legitimate internal use of that organization. The Students' Administrative Council, Graduate Students' Union, Association of Part-time Undergraduate Students, and The Newspaper shall be entitled to publish and distribute within the University community a University-wide directory of students (including undergraduate, graduate, full-time and part-time) giving the sessional address and telephone number of students as long as there is a realistic provision for students to decline to consent to the disclosure of that information.

Names and addresses of students will also be provided to recognized campus organizations for the purpose of distributing information when all of the following conditions are met:

- The name and address information is not released to a third party.

- The name and address information is not used for commercial purposes.
- The organization proposes to distribute information which, in the opinion of the Assistant Vice-President (Planning) and University Registrar, the University would be willing to distribute if reimbursed by the organization.
- The information to be distributed is intended to provide information about the University and is not primarily advertisements for non-University organizations.
- The campus organization agrees to use the name and address information only for the specific purpose for which it was provided.

4 (e) Access by Others

i) By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquiries:
   - the academic division(s), degree program(s) and the session(s) in which a student is or has been registered,
   - degree(s) received and date(s) of convocation.

ii) Any other information contained in the official student academic record, (including any comments generated under Section 4(a)(iii) but with the exception of the material specifically excluded in Section 4(a)(i)), shall be released to other persons and agencies only with the student's prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Education and Training for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division. The release of the information concerning alumni and former students contained in the portions of the academic record as defined in Section 3(a)(i) of the policy shall also be governed by the above provisions.

iii) General statistical material drawn from academic records not disclosing the identities of students, alumni and former students may be released for research and informational purposes authorized by the University, by the academic division maintaining these records.

iv) Agencies engaged to act on behalf of the University (for example, a collection agency) may have access to relevant portions of official student academic records.

4 (f) Refusal of Access

The University reserves the right to withhold access to the statements of results and transcripts of students, alumni and former students who have outstanding debts or obligations to the University . The University may also choose not to release the official diploma to such persons nor to provide written or oral certifications of degree on their behalf.

5 Custody and Retention of Official Student Academic Records

a) Academic records of students are normally under the custodial responsibility of the academic division. Every academic division maintaining official student academic records shall draw up plans for the eventual disposition of their records in consultation with the University Archivist and in accordance with an approved records schedule which is in compliance with this policy.

b) Those portions of the official student academic record as defined in Section 3(a) of the policy shall be maintained permanently. Each academic division's records schedule shall specify the document, form or medium in which these records will be maintained.

c) Official student academic records preserved in the University Archives because of their archival value shall become open to researchers authorized by the University seventy-five years after a student has ceased to be registered.

6. The University's Responsibilities with Reference to the Official Academic Records of Students, Alumni and Former Students

a) Students shall be informed of University policy and divisional procedures with respect to their official student academic records.

b) Academic divisions, administrative divisions which handle student academic records, and campus organizations shall develop administrative procedures in support of this policy.

c) Academic records shall be kept at all times under appropriate security.

d) In the case of the Institute of Child Study Laboratory School and the University of Toronto Schools in OISE/UT, the Ontario Student Record shall be regarded as part of the Official Student Academic Record, and shall be maintained on that basis.

University Discipline

Code of Behaviour on Academic Matters

The Governing Council of the University of Toronto has approved a Code of Behaviour on Academic Matters regarding academic discipline applicable to all students and members of the teaching staff of the University. Below are excerpts from this Code. The full text is available in the Registrar's Office, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chair of the University Disciplinary Tribunal.

B. Offences

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behaviour is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

1. It shall be an offence for a student intentionally:

a) to forge or in any other way alter or falsify any document or evidence required for admission to the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form.

b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work.

c) to personate another person at any academic examination or term test or in connection with any other form of academic work.

d) to represent as one's own, any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. (For a more detailed account of plagiarism, see Appendix "A" of the Code)

e) to submit for credit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

f) to submit for credit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member intentionally:

a) to approve any of the previously described offences.

b) to evaluate an application for admission or transfer to a course or program of study by other than duly established and published criteria.

c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

3. It shall be an offence for a faculty member and student alike intentionally:

a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;

b) to cause by action, threat or otherwise in a classroom, laboratory or examination room, a disturbance, which the member knows or ought reasonably to know, obstructs the teaching of a course or the holding of a test or examination.

4. The following are offences to the extent that they relate to the teaching and learning relationship. It shall be an offence for a faculty member and student alike intentionally:

a) to remove or copy or alter stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system or its peripheral communications devices without proper authorization; or to mutilate, misplace, misfile, install or render inoperable any such information, program, system or device, or in any other way to deprive immediately or at some point in the future without authorization another member or members from using or having access to any such resource;

b) to use in a substantial way any information storage, processor or retrieval facility such as a library, computer, telephone, network or telecommunications system, or facsimile or photocopying equipment, or similar equipment, for any other purpose than that for which privileges of use or access have been granted;

c) to access any University computer, library, or other information storage, processing or retrieval system or any personal academic file without proper authorization.

5. A graduate of the University may be charged with any of the above offences committed intentionally while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B.II. Parties to Offences

1.(a) Every member is a party to an offence under this Code who intentionally:

- i) actually commits it;
- ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
- iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
- iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence or
- v) abets, counsels, procures or conspires with any other person who, if that person were a member, would have committed or have been a party to an offence.

(b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.

2. Every member who, having an intent to commit an offence under this Code, does or omits to do, anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.

3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence, is a party to, and guilty of, the offence and is liable upon conviction to the sanctions provided for the offence.

C. Procedures in Cases Involving Students

At both the divisional level and the level of the University Tribunal, the procedures for handling charges of academic offences involving students reflect the gravity with which the University views such offences. At the same time, these procedures and those which ensure students the right of appeal represent the University's commitment to fairness and the cause of justice.

C.I.(a) Divisional Procedures

Note: Where a student commits an offence, the faculty in which the student is registered has responsibility over the student in the matter. In the case of Scarborough, and Erindale colleges, the college is deemed to be the faculty.

1. No hearing within the meaning of Section 2 of the Statutory Powers Procedure Act is required for the purposes of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.1.(a) and such discussions, meetings and determinations are not proceedings of the Tribunal.

2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of, giving reasons, and invite the student to discuss the matter. Nothing the student says in such a discussion may be used or receivable in evidence against the student.

3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor, unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2.

4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the Department Chair or through the Department Chair to the Dean. (See also Section C.1.(b) 1).

5. When the Dean or the Department Chair, as the case may be, has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the Dean being informed, the Chair of the Department and the instructor shall be invited by the Dean to be present at the meeting with the student. The Dean shall conduct the interview.

6. Before proceeding with the meeting, the Dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the offence or alleged offence in question. The Dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under Section C.1.(b), and that the Dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.

7. If the Dean, on the advice of the Department Chair and the instructor, or if the Department Chair, on the advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in writing and the student's work shall be accepted for normal evaluation or, if the student was prevented from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a tribunal hearing for another offence.

8. If the student admits the alleged offence, the Dean or the Department Chair may either impose the sanction that he or she considers appropriate under Section C.I. (b) or refer the matter to the Dean or Provost, as the case may be, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by

the instructor, the Department Chair or the Dean if the Dean imposes a sanction.

9. If the student is dissatisfied with a sanction imposed by the Department Chair or the Dean, as the case may be, the student may refer the matter to the Dean or Provost, as the case may be, for consideration.

10. If the student does not admit the alleged offence, the Dean may, after consultation with the instructor and the Department Chair, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.

11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this Section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the Chair of the hearing considers that such failure, defect or irregularity resulted in a substantial wrong, detriment or prejudice to the accused. The Chair will determine at the opening of the hearing whether there is going to be any objection to defect, failure or irregularity.

12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the Dean to bar him or her from a facility. A student upon whom a sanction has been imposed by the Dean or the Department Chair under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.

13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the Dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the Dean to the Secretary of the Tribunal for use in the Provost's annual report to the Academic Board. The Dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.

14. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the student's Dean or Department Chair, as the case may be, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.

15. In the case of alleged offences not covered by the above and not involving the submission of academic work, such as those concerning forgery or uttering, library or computer material or library or computer resources, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures of this section.

C.I.(b). Divisional Sanctions

1. In an assignment worth 10 percent or less of the final grade, the Department Chair may handle the matter if:

   i) the student admits guilt; and
   ii) the assignment of a penalty is limited to **at most** a mark of zero for the piece of work.

   If the student does not admit guilt, or if the Department Chair chooses, the matter shall be brought before the Dean.

2. One or more of the following sanctions may be imposed by the Dean where a student admits to the commission of an offence:

   a) a written reprimand;
   b) a written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence

was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;

c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;

d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;

e) denial of privileges to use any facility of the University, including library and computer facilities;

f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;

g) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;

h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

3. The Dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.

4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C".

C.II.(b) Tribunal Sanctions

1. One or more of the following sanctions may be imposed by the Tribunal upon the conviction of any student:

a) a written reprimand;

b) a written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;

c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;

d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;

e) denial of privileges to use any facility of the University, including library and computer facilities;

f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;

g) assignment of a grade of zero or a failure for any completed or uncompleted course or courses in respect of which any offence was committed;

h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of time up to five years as may be determined by the Tribunal. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

i) recommendation of expulsion from the University. The Tribunal has power only to recommend that such a penalty be imposed. In any such case, the recommendation shall be made by the Tribunal to the President for a recommendation by him or her to the Governing Council. Expulsion shall mean that the student shall be denied any further registration at the University in any program and his or her academic record and transcript shall record permanently this sanction. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed. If a recommendation for expulsion is not adopted, the Governing Council shall have the power to impose such lesser penalty as it sees fit.

j) i) recommendation to the Governing Council for cancellation, recall or suspension of one or more degrees, diplomas or certificates obtained by any graduate; or
   ii) cancellation of academic standing or academic credits obtained by any former student who, while enrolled, committed any offence which if detected before the granting of the degree, diploma, certificate, standing or credits would, in the judgement of the Tribunal, have resulted in a conviction and the application of a sanction sufficiently severe that the degree, diploma, certificate, standing, credits or marks would not have been granted.

2. The jury shall have the power to order that any sanction imposed by the Tribunal be recorded on the student's academic record and transcript for such length of time as the jury considers appropriate.

3. The Tribunal may, if it considers appropriate, report any case to the Provost who may publish a notice of the decision of the Tribunal and the sanction or sanctions imposed, in the University newspapers with the name of the student withheld.

Discipline in Non-Academic Matters

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and th various councils as described above is contingent on the understanding that offences o actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

Code of Student Conduct

A. Preface

1. The University of Toronto is a large community of teaching staff, administrative staff and students, involved in teaching, research, learning and other activities. Student members of the University are adherents to a division of the University for the period of their registration in the academic program to which they have been admitted and as such assume the responsibilities that such registration entails.

2. As an academic community, the University governs the activities of its members by standards such as those contained in the **Code of Behaviour on Academic Matters**, which provides definitions of offences that may be committed by student members and which are deemed to affect the academic integrity of the University's activities.

3. The University sponsors, encourages or tolerates many non-academic activities of its members, both on its campuses and away from them. These activities, although generally separate from the defined requirements of students' academic programs, are a valuable and important par of the life of the University and of its students.

4. The University does not stand *in loco parentis* to its student members, that is, it has no general responsibility for the moral and social behaviour of its students, as if they were its wards. In the exercise of its disciplinary authority and responsibility, th University treats students as free to

organize their own personal lives, behaviour and associations subject only to the law and to University regulations that are necessary to protect the integrity and safety of University activities, the peaceful and safe enjoyment of University housing by residents and neighbours, or the freedom of members of the University to participate reasonably in the programs of the University and in activities in or on the University's premises. Strict regulation of such activities by the University of Toronto is otherwise neither necessary nor appropriate.

University members are not, as such, immune from the criminal and civil laws of the wider political units to which they belong. Provisions for non-academic discipline should not attempt to shelter students from their civic responsibilities nor add unnecessarily to these responsibilities. Conduct that constitutes a breach of the Criminal Code or other statute, or that would give rise to a civil claim or action, should ordinarily be dealt with by the appropriate criminal or civil court. In cases, however, in which criminal or civil proceedings have not been taken or would not adequately protect the University's interests and responsibilities as defined below, proceedings may be brought under a discipline code of the University, but only in cases where such internal proceedings are appropriate in the circumstances.

The University must define standards of student behaviour and make provisions for student discipline with respect to conduct that jeopardizes the good order and proper functioning of the academic and non-academic programs and activities of the University or its divisions, that endangers the health, safety, rights or property of its members or visitors, or that adversely affects the property of the University or bodies related to it, where such conduct is not, for the University's defined purposes, adequately regulated by civil and criminal law.

7. Nothing in this Code shall be construed to prohibit peaceful assemblies and demonstrations, lawful picketing, or to inhibit freedom of speech as defined in the University.

8. In this Code, the word "premises" includes lands, buildings and grounds.

9. In this Code, “student” means a member of the University
   (i) engaged in any academic work which leads to the recording and/or issue of a mark, grade or statement of performance by the appropriate authority in the University or another institution; and/or
   (ii) registered in any academic course which entitles the member to the use of a University library, library materials, library resources, computer facility or dataset.

10. In the following, the words "University of Toronto" refer to the University of Toronto and include any institutions federated or affiliated with it, where such inclusion has been agreed upon by the University and the federated or affiliated institution, with respect to the premises, facilities, equipment, services, activities, students and other members of the federated or affiliated institution.

Note: The University of Toronto has agreed that, when the premises, facilities, equipment, services or activities of the University of Toronto are referred to in this Code, the premises, facilities, equipment, services and activities of the University of St. Michael's College, Trinity College and Victoria University are included.

11. In this Code, where an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

12. This Code is concerned with conduct that the University considers unacceptable. In the case of student members of the University, the procedures and sanctions described herein shall apply. In the case of other members of the University, such conduct is to be dealt with in accordance with the established policy, procedures and agreements that apply to the members.

B. Offences

The following offences constitute conduct that shall be deemed to be offences under this Code, when committed by a student of the University of Toronto, provided that such conduct

(i) has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and

(ii) is not specifically assigned to the jurisdiction of the University Tribunal, as in the case of offences described in the Code of Behaviour on Academic Matters, or to another disciplinary body within the University of Toronto, as in the case of sexual harassment as described in the **Policy and Procedures: Sexual Harassment** and

iii) occurs on premises of the University of Toronto or elsewhere in the course of activities sponsored by the University of Toronto or by any of its divisions.

1. Offences against persons

(a) No person shall assault another person sexually or threaten any other person with sexual assault.

(b) No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.

(c) No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.

(d) No person shall threaten any other person with damage to such person's property, or knowingly cause any other person to fear damage to her or his property.

2. Disruption

No person shall cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organized by the University of Toronto or by any of its divisions, or the right of another member or members to carry on their legitimate activities, to speak or to associate with others.

For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent. And silent or symbolic protest is not to be considered disruption under this Code. But noise that obstructs the conduct of a meeting or forcible blocking of access to an activity constitutes disruption.

3. Offences involving property

(a) No person shall knowingly take, destroy or damage premises of the University of Toronto.

(b) No person shall knowingly take, destroy or damage any physical property that is not her or his own.

(c) No person shall knowingly destroy or damage information or intellectual property belonging to the University of Toronto or to any of its members.

(d) No person, in any manner whatsoever, shall knowingly deface the inside or outside of any building of the University of Toronto.

(e) No person, knowing the effects or property to have been appropriated without authorization, shall possess effects or property of the University of Toronto.

(f) No person, knowing the effects or property to have been appropriated without authorization, shall possess any property that is not her or his own.

(g) No person shall knowingly create a condition that unnecessarily endangers or threatens destruction of the property of the University of Toronto or of any of its members.

4. Unauthorized Entry or Presence

No person shall, contrary to the expressed instruction of a person or persons authorized to give such instruction, or with intent to damage or destroy the premises of the University of Toronto or damage, destroy or steal any property on the premises of the University of Toronto that is not her or his own, or without just cause knowingly enter or remain in or on any such premises.

5. Unauthorized use of University facilities, equipment or services

(a) No person shall knowingly use any facility, equipment or service of the University of Toronto contrary to the expressed instruction of a person or persons authorized to give such instruction, or without just cause.

) No person shall knowingly gain access to or use any University computing or internal or external communications facility to which legitimate authorization has not been granted. No person shall use any such facility for any commercial, disruptive or unauthorized purpose.

> Appropriate uses for University connections to external networks are described, for example, in the policy document "Appropriate Use Policy for the ONet Network".

) No person shall knowingly mutilate, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

. **False charges**
No person shall knowingly or maliciously bring a false charge against any member of the University of Toronto under this Code.

. **Aiding in the Commission of an Offence**
No person shall counsel, procure, conspire with or aid a person in the commission of an offence defined in this Code.

. **Refusal to comply with sanctions**
No person found guilty of an offence under this Code shall refuse to comply with a sanction or sanctions imposed under the procedures of this Code.

. **Unauthorized Possession or Use of Firearms or Ammunition**
No person other than a peace officer or a member of the Canadian Forces acting in the course of duty shall possess or use any firearm or ammunition on the premises of the University of Toronto without the permission of the officer of the University having authority to grant such permission.

ote: The Chief Administrative Officer of the niversity has been given the authority to grant uch permission for the premises of the niversity of Toronto under the authority of the overning Council of the University. Various fficers of institutions federated with the niversity of Toronto have authority to grant such permission with respect to the premises of the federated institutions.

C. Hearing Procedures

1. Whenever possible and appropriate, reason and moral suasion shall be used to resolve issues of individual behaviour before resort is made to formal disciplinary procedures.

2. An Investigating Officer, who may be a student, shall be appointed annually by the principal, dean or director (hereinafter called “head”) of each faculty, college or school in which students are registered (hereinafter called “division”), to investigate complaints made against student members of that division.

3. A Hearing Officer, who may be a student, shall be appointed annually by the council of each division to decide on complaints under this Code made against student members of that division.

4. If the Investigating Officer is, for any reason, unable to conduct an investigation, then the head of the division shall appoint another person as Investigating Officer for the particular case. If the Hearing Officer is, for any reason, unable to chair the hearing of any case, then the senior chair of the University Tribunal shall appoint another person as Hearing Officer for the particular case.

5. Where the head of the division has reason to believe that a non-academic offence as defined in this Code may have been committed by a student member or members of the division, the Investigating Officer will conduct an investigation into the case. After having completed the investigation, the Investigating Officer shall report on the investigation to the head of the division. If the head of the division concludes, on the basis of this report, that the student or students may have committed an offence under the Code of Student Conduct, the head of the division shall have the discretion to request that a hearing take place to determine whether the student or students have committed the offence alleged.

6. The hearing will be chaired by the Hearing Officer. The case will be presented by the Investigating Officer, who may be assisted by legal counsel. If the right to a hearing is waived, or after a hearing, the Hearing Officer will rule on the guilt of the student or students and may impose one or more sanctions as listed below. The accused student or students may be assisted by another person, who may be legal counsel.

7. Appeals against decisions of bodies acting under authority from the council of a division to hear cases arising out of residence codes of behaviour may be made to the Hearing Officer of the division, where provision therefor has been made by the council of the division.

8. Appeals against the decision of the Hearing Officer may be made to the Discipline Appeals Board of the Governing Council.

9. Where the head of a division has reason to believe that a non-academic offence may have been committed by a group of students including students from that division and from another division or divisions, the head may consult with the head of the other division or divisions involved and may then agree that some or all of the cases will be investigated jointly by the Investigating Officers of the divisions of the students involved and that some or all of the cases will be heard together by the Hearing Officer of one of the divisions agreed upon by the heads and presented by one of the Investigating Officers agreed upon by the heads.

D. Sanctions

The following sanctions or combinations of them may be imposed upon students found guilty of committing an offence under this Code.

Penalties that directly affect a student's registration in a program, such as suspension or the recommendation for expulsion, may be imposed only where it has been determined that the offence committed is of such a serious nature that the student's continued registration threatens the academic function of the University of Toronto or of any of its divisions or the ability of other students to continue their programs of study.

In addition, students found guilty may be placed on conduct probation for a period not to exceed one year, with the provision that one or more of the following sanctions will be applied if the conduct probation is violated.

1. Formal written reprimand
2. Order for restitution, rectification or the payment of damages
3. A fine or bond for good behaviour not to exceed $100
4. Requirement of public service work not to exceed 25 hours
5. Denial of access to specified services, activities or facilities of the University for a period of up to one year
6. Suspension from registration in any course or program of a division or divisions for a period of up to one year
7. Recommendation for expulsion from the University

Memorandum on the Maintenance and Use of the Records of Non-Academic Discipline Proceedings

1. **When records are kept**
   Records shall be kept for all cases that have proceeded to a hearing and for cases where students have waived the right to a hearing.

2. **Composition of Record**
   The Record of Proceedings on Non-Academic Discipline cases shall comprise:
   (a) the written report of the Investigating Officer, if any;
   (b) the Notice of Hearing (including the offence charged);
   (c) documentary evidence filed at a Hearing;
   (d) the decision of the Hearing Officer and the reasons therefor.

3. **Publishing of Record**
   Decisions of the Hearing Officer, including the name of the respondent, the offence

and the sanction, shall be reported to the Vice-President and Provost, who shall convey the information, anonymously and in statistical form, annually to the University Affairs Board. A Hearing Officer or the Discipline Appeals Board may recommend to the Vice-President and Provost that the nature of the offence and the sanction be published in the University newspapers. Where circumstances warrant, they may also order the publication of the name of the person found to have committed the offence. The Vice-President and Provost shall have the discretion to withhold publication of the name of the person.

. **Use of Records**
Records of previous convictions may be taken into account in imposing a sanction.

. **Storage of Records**
The Records of the Proceedings of Non-academic Discipline Hearings shall be stored in the office of the head of the division.

. **Records of the Investigating Officer**
Where the investigation has not proceeded to a Hearing, the records and notes of the Investigating Officer may be kept and may have a bearing on the decision to prosecute in a future case.

Memorandum of Procedures for Hearings arising from the Code of Student Conduct

. Complaints about the alleged commission of any offence under the Code of Student Conduct may be made in writing by any person ("the complainant") to the principal, dean or director ("the head") of the college, faculty or school ("the division") in which the student or students who are alleged to have committed the offence ("the accused") are or were registered.

2. The head of the division shall consider the written complaint and shall determine if the conduct complained of appears to fall under the Code of Student Conduct. If it does not appear to fall under the Code of Student Conduct, the head may take whatever other action he or she deems appropriate to the circumstances, including communication to the complainant of the conclusion he or she has drawn. Where a student's conduct comes to light after a student has left the University, the head of the division may decide to proceed, if the seriousness of the allegation warrants such action.

3. If the head of the division considers that the conduct complained of appears to fall under the Code of Student Conduct, he may request the Investigating Officer to conduct an investigation of the case and to make a report to him or her.

4. If, on the basis of the report of the Investigating Officer, the head of the division concludes that the accused may have committed an offence under the Code of Student Conduct, he or she shall have the discretion to request that a hearing take place to determine whether the accused has committed the offence alleged.

5. To initiate a hearing, the head of the division shall give written notice to the accused indicating the nature of the complaint, the offence alleged and setting a date, time and place for a hearing to provide an opportunity for the accused to respond to the allegations made. The notice shall indicate that if the accused does not appear at the hearing, the hearing may proceed in the absence of the accused.

6. The hearing will be chaired by the Hearing Officer, who shall not have been involved in the investigation leading up to the decision to request a hearing, and who shall make a decision on the basis of evidence presented at the hearing.

7. Hearings shall be conducted in an informal manner, in accordance with the principles of natural justice, and the Hearing Officer shall not be bound to observe strict legal procedures. Procedural defects will not invalidate the proceedings unless there has been a substantial wrong or denial of natural justice.

8. The parties to the hearing are the head of the division, represented by the Investigating Officer, who may be assisted by legal counsel, and the accused, who may be assisted by another person, who may be a lawyer. Both parties shall be allowed to

call, examine and cross-examine witnesses and present evidence and argument.

9. Hearings shall be open to members of the University unless the Hearing Officer decides there is sufficient cause to provide otherwise.

10. The Hearing Officer is not bound to conduct the hearing according to strict rules of evidence. Evidence may be received in written or oral form.

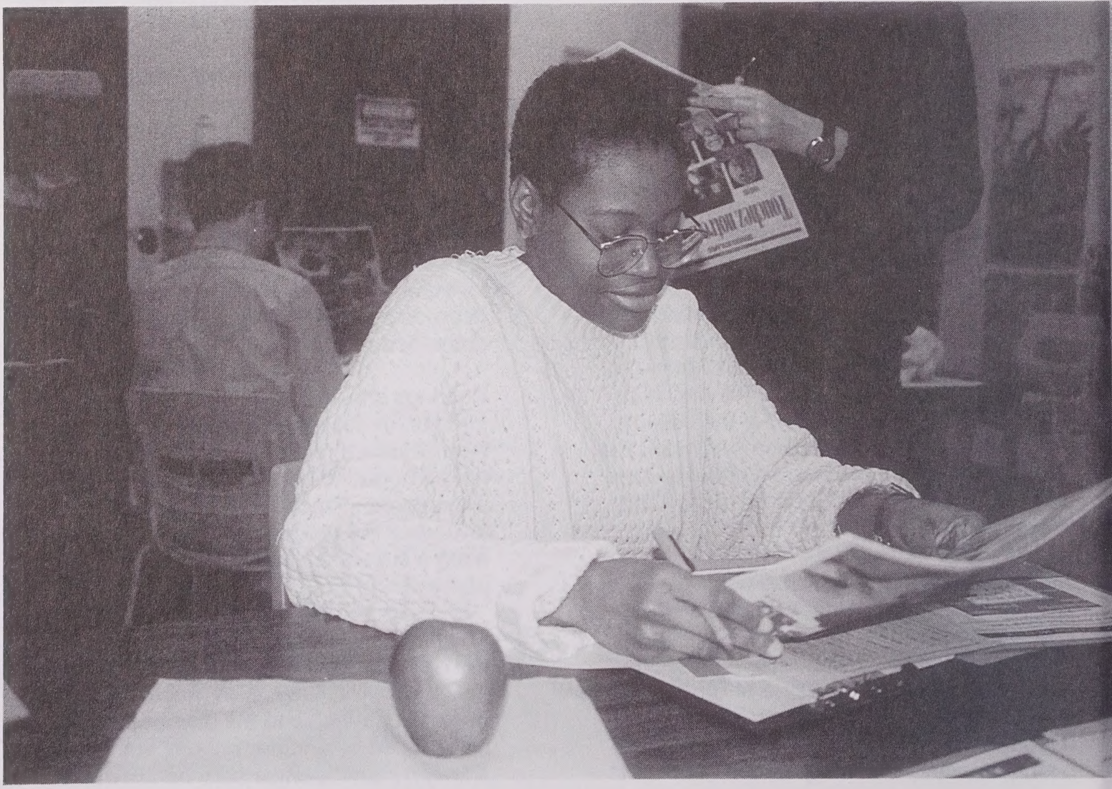
11. The Hearing Officer may take note of matters generally within the knowledge of members of the University community.

12. The accused may waive the right to a hearing under these procedures, in which case the Hearing Officer will rule on the guilt of the accused and impose one or more of the sanctions listed in the Code of Student Conduct.

13. After a hearing, the Hearing Officer shall rule on the complaint and, where the Hearing Officer finds that the accused has committed an offence, shall impose one or more of the sanctions listed in the Code of Student Conduct and give reasons for the decision.

14. The onus and standard of proof that a student has committed the offence alleged shall be a criminal standard.

15. Any penalty or remedy shall be stayed pending the outcome of any appeal to the Discipline Appeals Board.



OISE/UT Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, a drama studio, a cafeteria, and a computer centre.

Education Commons

n partnership with academic programs and esearch initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and echnology needs of the OISE/UT community. At the main campus and through field operations, n person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for knowledge services.

The Education Commons houses a collection of nearly one million items specializing in education, with growing strengths in related social sciences and humanities. Included are extensive reference materials, over two housand serial titles, and complete microfiche holdings of the ERIC and ONTERIS document series.

The collection includes materials on teaching, and the theory and methodology of curriculum rom preschool through adult levels. Ministry of Education and Training documents, school board curriculum materials, textbooks and content esources used in Ontario schools, as well as a epresentative collection of children's literature are also available. The media collection holds a aried and extensive collection of computer software, video-tapes, films, slides, kits, cassettes and other materials.

n addition to circulation services, the Education Commons offers reference assistance to aid students in accessing information for their courses, research or practice teaching assignments. Students can access many electronic sources, including CD-ROMs, and a wide range of Internet resources, including emote library catalogues and the World Wide Web.

The Education Commons supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity. It offers many technology services to students ncluding:

- access to a variety of computers which support standard productivity tools, specialized research software, and teaching/learning resources
- face-to-face and mediated learning opportunities, and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- access to a variety of multimedia production and viewing resources, including support for telecommunications, interactive video and computer graphics
- remote access to learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, e-mail and the World Wide Web.

The Education Commons can also put students in touch with other University resources to meet their information and technological needs.

More information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the main site of the Education Commons at 252 Bloor St. W., or at any of its other sites throughout OISE/UT.

Preservice Student Union

The Student Union, in cooperation with the Student Services Department, acts on behalf of the students in matters relating to the preservice teacher education program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office (978-8460). Through their Union, the preservice students have representatives on the Faculty Council of OISE/UT, its committees and the Teacher Education Alumni Association. They are also represented on the Students' Administrative Council of the University.

The Student Services Department

The Student Services Department provides individual student counselling on financial, personal and academic matters for all preservice and graduate students. Special services to students with a disability are coordinated through this department (978-8157).

University Student Services

Information on all major student services and facilities is provided in the handbook, '**Blue Pages**'. This guide describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council. Copies of the guide are given to all students at registration.

Aboriginal Student Services and Programs - First Nations House

First Nations House located in the Borden Building North at 563 Spadina Avenue houses the Office of Aboriginal Student Services and Programs (OASSP) founded in 1992 and the Native Students Association. The Office provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the University, and a place where the University community can learn about Native people.

For more information please contact the Office of Aboriginal Student Services and Programs
First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone (416) 978-8227
FAX (416) 978-1893

Housing Service

The University of Toronto Housing Service on the St. George campus maintains lists of off-campus housing consisting of rooms, apartments and houses. Cost of a shared room in a house or apartment will average $300-$400. Bachelor, one or two bedroom apartments range from $400-$500, $550-$700 and $750-$900, respectively. A three bedroom house will usually rent for $1,200 to $1,400. Lists of residences together with address and phone number, cost and eligibility criteria can also be sent to students on request. On average, with meals, residence will cost approximately $5,000 to $5,850 for the eight-month, academic session. Residences providing cooking facilities but no meal plan will cost approximately $2,850 to $3,050.

Unfurnished university apartments are available for full-time students but priority is given to couples, couples with children and single parents. Rent for university family housing will average $397 to $650 depending on the location and size of the units. Applications for these units should be obtained from the University of Toronto Housing Service and submitted twelve t sixteen months before the required date of occupancy depending on the type of accommodation requested.

Contact the Housing Service at: The Koffler Student Services Centre, 214 College Street, Toronto, Ontario M5T 1R2.
Telephone (416) 978-8045.
FAX (416) 978-1616.
E. Mail housing.service@utoronto.ca

Family Care Advisor

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides counselling and referral services to students who require child care, elder care or other forms of assistance with family responsibilities. Additional services include support groups, a newsletter and guest speakers. The drop-in resource centre contains a library of material on family issues.

The Family Care Advisor and the Resource Centre are located on the second floor of 40 Sussex Avenue, one block west of Robarts Library. Office hours are limited, therefore, students are asked to telephone (416) 978-0951 to arrange an appointment in advance.

Career Counselling and Placement

The University's Career Counselling and Placement Centre, working closely with the OISE/UT's Employment Committee, provides students with up-to-date information on the job market for teachers, and assistance in developing effective job search skills. Help in identifying alternative career possibilities and acquiring techniques for obtaining positions in such fields is also provided.

pecial Services to Persons with a isability

pecial Services' goal is to facilitate the nclusion of students with hidden or obvious isabilities and health considerations into niversity life. All students first meet with an ntake counsellor to discuss their individual eeds. Where appropriate, students may then eet with one of the professionals on staff such s the Adaptive Equipment Coordinator, earning Disability Specialist or Occupational herapist to establish strategies and, if ecessary, determine accommodations. All iscussions are confidential. The service offers aison with academic and administrative units ith in the University and with off-campus gencies. As well, for those eligible, the service rovides a wide range of support including

lternative test and exam arrangements, otetaking services, on-campus transportation, ersonal counselling, workshops, adaptive quipment and assistive devices. Information nd resource materials on health conditions and isability related issues are available to all nterested.

he office is located at the address below:
iaison officers are available at Scarborough and
rindale Colleges.
he Koffler Student Services Centre
14 College Street
oronto, Ontario M5T 2Z9.
elephone (416) 978-8060, (Voice)
.D.D. (416) 978-1902
AX (416) 978-8246

lumni Association

lumni Development Office
tudent Services Department
71 Bloor Street West
oronto, Ontario M5S 2R7

eachers' Associations of Ontario

Association Des Enseignantes Et Des
nseignants Franco-Ontariens (AEFO)
81 Belfast Road
ttawa, Ontario K1G 0Z4
elephone (613) 244-2336

ederation of Women Teachers' Association of
ntario (FWTAO)
260 Bay Street, Third Floor
oronto, Ontario M5R 2B8
elephone (416) 964-1232

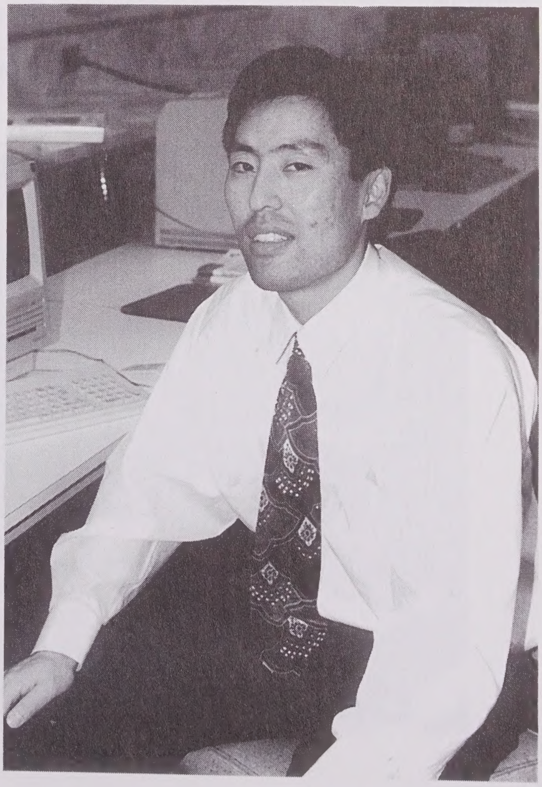
Ontario English Catholic Teachers' Association
(OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8
Telephone (416) 925-2493

Ontario Public School Teachers' Federation
(OPSTF)
5160 Orbitor Drive
Mississauga, Ontario L4W 5H2
Telephone (905) 238-0200

Ontario Secondary School Teachers' Federation
(OSSTF)
60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone (416) 751-8300

Ontario Teachers' Federation (OTF)
1260 Bay Street, #700
Toronto, Ontario M5R 2B5
Telephone (416) 966-3424

Qualification Evaluation Council of Ontario
(QECO)
1260 Bay Street
Toronto, Ontario M5R 2B9
Telephone (416) 323-1969



Other Programs at the University of Interest to Teachers or Prospective Teachers

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

FACULTY OF ARTS AND SCIENCE

Erindale College

Exceptionality in Human Learning
A three or four year undergraduate degree program which is recommended for applicants to the OISE/UT preservice teacher education degree or Diploma in Child Study program (for kindergarten to grade 6).

Scarborough College

Cognitive Science
A four year undergraduate degree program which is recommended for applicants to the OISE/UT preservice teacher education degree or Diploma in Child Study program (for kindergarten to grade 6).

The Early Teacher Project
A four year undergraduate degree program in the Physical Sciences and in French Language Education leading to admission to the OISE/UT preservice teacher education degree program (for grades 7 to 12).

FACULTY OF MUSIC

Music Education
A four year undergraduate degree program in music education recommended for music applicants to the OISE/UT preservice teacher education degree program.

SCHOOL OF PHYSICAL AND HEALTH EDUCATION

Physical and Health Education
A four year undergraduate degree program recommended for physical and health education applicants to the OISE/UT preservice teacher education degree program.

WOODSWORTH COLLEGE

Certificate in Teaching English as a Second Language
A program of interest to applicants for teacher education and to those who wish to teach in this particular field of education.

egrees Offered by the University 1996/97

ndergraduate Degrees	Faculty/School
achelor of Applied Science (B.A.Sc.)	Applied Science & Engineering
achelor of Architecture (B.Arch.)	Architecture & Landscape Architecture
achelor of Arts (B.A.)	Arts & Science & Scarborough College
onours Bachelor of Arts (Hon. B.A.)	Arts & Science & Scarborough College
achelor of Commerce (B.Com.)	Arts & Science & Management Scarborough College
achelor of Science in Dentistry (B.Sc.D.)	Dentistry
achelor of Education (B.Ed.)	OISE/UT
chelor of Landscape Architecture (B.L.A.)	Architecture & Landscape Architecture
chelor of Physical & Health Education (B.P.H.E.)	Physical & Health Education
chelor of Science (B.Sc.)	Arts & Science & Scarborough College
nours Bachelor of Science (Hon. B.Sc.)	Arts & Science & Scarborough College
chelor of Science (Occupational Therapy) (B.Sc.OT.)	Medicine
chelor of Science (Physical Therapy) (B.Sc.PT.)	Medicine
chelor of Science (Biomedical Comm.) (B.Sc.BMC)	Medicine
chelor of Science in Forestry (B.Sc.F.)	Forestry
chelor of Laws (LL.B.)	Law
chelor of Music (Mus. Bac.)	Music
chelor of Music in Performance (Mus. Bac. Perf.)	Music
chelor of Science in Nursing (B.Sc.N.)	Nursing
chelor of Science in Pharmacy (B.Sc.Phm.)	Pharmacy
ctor of Dental Surgery (D.D.S.)	Dentistry
ctor of Medicine (M.D.)	Medicine
ctor of Pharmacy (Pharm.D.)	Pharmacy

aduate Degrees:

e School of Graduate Studies is responsible for all graduate studies and for developing and plementing appropriate regulations and operating procedures. Each student is enrolled in one of graduate departments/ centres/institutes which offer graduate study and in the case of nbined programs, one of the faculties.

egree	Department/Centre/ Institute
ster of Applied Science (M.A.Sc.)	Departments in Applied Science & Engineering Geology
ster of Engineering (M.Eng.)	Departments in Applied Science & Engineering
ster of Arts (M.A.)	Departments in Arts and Science Comparative Literature Program Criminology Departments in OISE/UT History and Philosophy of Science and Technology Medieval Studies Music Russian and East European Studies South Asian Studies
ster of Arts in Teaching (M.A.(T))	OISE/UT
ster of Business Administration (M.B.A.)	Management
ster of Business Admin. & Bachelor of Laws (.A/LL.B.)	Management/Law (Faculty of)

Master of Education (M.Ed.)	Departments in OISE/UT
Master of Divinity (M.Div.)	Toronto School of Theology
Master of Health Science (M.H.Sc.)	Biomedical Engineering
	Clinical Biochemistry
	Community Health
	Speech Pathology
Master of Industrial Relations (M.I.R.)	Industrial Relations
Master of Laws (LL.M.)	Law
Master of Studies in Law (M.S.L.)	Law
Master of Library Science (M.L.S.)	Information Studies
Master of Information Science (M.I.S)	Information Studies
Master of Museum Studies (M.M.St.)	Museum Studies
Master of Music (Mus.M.)	Music
Master of Nursing (M.N.)	Nursing Science
Master of Science (M.Sc.)	Departments in Arts & Science
	Departments in Medicine
	Medical Science
	Dentistry
	Nursing Science
	Pharmacy
Master of Science in Forestry (M.Sc.F.)	Forestry
Master of Science in Planning (M.Sc.Pl.)	Geography
Master of Social Work (M.S.W.)	Social Work
Master of Social Work & Bachelor of Laws (M.S.W./LL.B.)	Social Work/Law (Faculty of)
Master of Religious Education (M.R.E.)	Toronto School of Theology
Master of Religion (M.Rel.)	Toronto School of Theology
Master of Philosophy (Phl.M.)	Departments in Arts & Science
Master of Theology (Th.M.)	Toronto School of Theology
Doctor of Education (Ed.D.)	Departments in OISE/UT
Doctor of Juridical Science (S.J.D.)	Law
Doctor of Music (Mus.Doc.)	Music
Doctor of Philosophy (Ph.D.)	Departments in Arts and Science
	Departments in Applied Science & Engineering
	Departments in Medicine
	Comparative Literature
	Criminology
	Dentistry
	Departments in OISE/UT
	Forestry
	History & Philos. of Sci. & Tech.
	Industrial Relations
	Information Studies
	Management
	Medical Science
	Medieval Studies
	Music
	Pharmacy
	Social Work
Doctor of Philosophy and Doctor of Dentistry (Ph.D./D.D.S.)	An appropriate department/ Dentistry (Faculty of)
Doctor of Philosophy and Bachelor of Laws (Ph.D./L.L.B.)	Philosophy/Law (Faculty of)
	Economics/Law (Faculty of)
Doctor of Philosophy and Doctor of Medicine (Ph.D./M.D.)	An appropriate department/ Medicine (Faculty of)
Doctor of Theology (Th.D.)	Toronto School of Theology

egrees Offered by the University 1996/97

ndergraduate Certificate/Diploma Programs	Faculty/Department/ Centre/Institute
iploma in Technological Education	OISE/UT
ertificate in Business	Woodsworth
ertificate in Criminology	Woodsworth
ertificate in Law Enforcement & Administration	Woodsworth
ertificate in Personnel & Industrial Relations	Woodsworth
ertificate in Teaching English as a Second Language	Woodsworth
rtist Diploma	Music
centiate Diploma	Music

raduate Certificates/Diploma Programs	Faculty/Department/ Centre/Institute
iploma in Dental Anaesthesia	Dentistry
iploma in Dental Public Health	Dentistry
iploma in Endodontics	Dentistry
iploma in Oral Pathology	Dentistry
iploma in Oral Radiology	Dentistry
iploma in Oral & Maxillofacial Surgery & Anaesthesia	Dentistry
iploma in Orthodontics	Dentistry
iploma in Paediatric Dentistry	Dentistry
iploma in Periodontics	Dentistry
iploma in Prosthodontics	Dentistry
iploma in Child Study	OISE/UT
iploma in Resource Management	Forestry
iploma in Anaesthesia	Medicine
iploma in Child Psychiatry	Medicine
iploma in Clinical Chemistry	Medicine
ertificate in Teaching of Occupational Therapy	Medicine
iploma in Opthalmic Science	Medicine
ertificate in Teaching of Physical Therapy	Medicine
iploma in Psychiatry	Medicine
ertificate in Public Health	Medicine
iploma in Industrial Health	Medicine
iploma in Radiation Oncology	Medicine
iploma in Operatic Performance	Music
iploma in Business Administration	Woodsworth/Management
iploma in Gerontology	Woodsworth
iploma in Social Work Research	Social Work

OTE: Graduate diplomas and certificates are not part of the School of Graduate Studies

tudent Exchange Programs Offered by the University 1996/97

he University of Toronto operates several stitution-wide student exchange programs:

niversity of Hong Kong
hinese University of Hong Kong
niversity of the West Indies (Jamaica, Trinidad, Barbados)
yoto University, Kyoto, Japan
umboldt University, Berlin, Germany

The University of Toronto also participates in two region to region student exchanges:

Ontario/Baden-Württemberg, Germany Student Exchange
Ontario/Rhône-Alpes, France Student Exchange

For further information regarding the above exchange programs, please contact the Office of the Vice-Provost,, Simcoe Hall, Room 221, 27 King's College Circle, 978-3870

Officers of the University (partial listing)

Chancellor
R. Wolfe, B.A.

Chair, Governing Council (Acting)
F. A. Comper, B.A.

President and Chief Executive Officer
J.R.S. Prichard, M.B.A., LL.B., LL.M.

Vice-President & Provost
A. Sedra, B.Sc., M.A.Sc., Ph.D.

Vice-President, Administration and Human Resources
M.G. Finlayson, B.A., M.A., Ph.D.

Vice-President and Chief Development Officer
J. Dellandrea, B.A., M.Ed., Ed. D.

Vice-President, Research and International Relations
H. Munroe-Blum, B.A., B.SW., M.SW., Ph.D.

Deputy Provost
C. Tuohy, B.A., M.A., Ph.D.

Vice-Provost, Relations with Health Care Institutions
A. Aberman, M.D., F.R.C.P. (C)

Vice-Provost and Assistant Vice-President (Planning and Budget)
D.W. Lang, B.A., M.A., Ph.D.

Vice-Provost
D. McCammond, B.Sc., Ph.D.

Vice-Provost
P. Gooch, B.A., M.A., Ph.D.

Assistant Vice-President, Research Services
P. Munsche, B.A., M.A., Ph.D.

Assistant Vice-President, Student Affairs
W.D. Neelands, B.A., M.A., M.Div., Th.D.

Assistant Vice-President, Operations and Services
J. Oliver, B.Com., M.Sc.

Chief Financial Officer
R.G. White, C.M.A.

Secretary of the Governing Council
J.G. Dimond, B.A., M.A., Ph.D.

Chief Librarian
C. Moore, B.A., M.L.S.

University Ombudsperson
E. Hoffman, B.A.

Status of Women Officer
R. Ambramovitch, Ph.D.

Sexual Harassment Officer
P.M. Stamp, B.A.

Director of Admissions and Awards an Associate University Registrar
K.J. Swift, B.Sc., M.Ed.

Acting Director of Athletics and Recreation
B. Kidd, B.A., A.M., M.A., Ph.D.

Director of Career Centre
M. Van Norman, B.A., M.A.

Director of Counselling and Learning Skills Centre
D.M. Graham, B.A., Ph.D.

Director of Family Housing
E. Giles (Acting)

Director of Health Services
D.R.F. Smith, M.D., C.C.F.P.

Director of International Student Centre
E. Patterson, B.A.

Director of Off-Campus Housing
P. Karimalis (Acting)

Director of Special Services to Persons with a Disability
E. Barbeau

Director, Office of Aboriginal Student Services and Programs
R. Bobiwash

Director of Statistics, Records, and Convocation
P.F. Leeney, B.A., M.A.

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ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
OF THE UNIVERSITY OF TORONTO (OISE/UT)

PRESERVICE TEACHER EDUCATION

TWO-YEAR PILOT PROGRAM

1995/97

BACHELOR OF EDUCATION/
ONTARIO TEACHER'S CERTIFICATE
IN TEACHING AND LEARNING

ELEMENTARY - Primary/Junior and Junior/Intermediate

SECONDARY - Intermediate/Senior

Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

Preservice Teacher Education
371 Bloor Street West (at Spadina)
Toronto, Ontario M5S 2R7

Office of the Registrar

Two-Year Pilot Program
Bachelor of Education/Ontario Teacher's Certificate in Teaching and Learning

ELEMENTARY - Primary/Junior and Junior/Intermediate
SECONDARY - Intermediate/Senior

Admissions	978-8833
Registered Students	978-5990
Transcripts and Records	978-5577
FAX	971-2755

The information in this booklet is specific to the Two-Year Preservice Pilot Program. All other information and regulations contained in the OISE/UT Preservice Teacher Education Calendar apply to both the One-Year and this Two-Year Pilot Program.

The content, structure and intent of the Two-Year Preservice Pilot Program require that those admitted complete the program on a full-time basis. Furthermore, once registered, the students in the Two-Year Preservice Pilot Program will not be considered for transfer to the One-Year Preservice Program at any time.

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11 Regulations - Grading Practices Policy

14 Regulations - Appeal Procedures

Sessional Dates 1996/97 (Year Two)

1996	
September 2	OISE/UT Closed - Labour Day
September 4	Registration - Elementary Program
September 5	Registration - Secondary Program
September 9	Classes Begin
October 14	OISE/UT Closed - Thanksgiving Day
October 31	Deadline for Reporting Immigration Status Changes Affecting International Student Fee Exemptions for 1st Term
December 13	Classes End
December 16-20	Special Projects/Examinations
December 20	OISE/UT Closed
1997	
January 1	OISE/UT Closed - New Year's Day
January 6	Classes Resume
January 17	Second Installment of Year Two Fees Due
January 17	School Boards Information Fair - No Classes
January 31	Deadline For Reporting Immigration Status Changes Affecting International Student Fee Exemptions for 2nd Term
March 3-7	Annual Children's Musical
March 10-14	Winter Break - No Classes
March 28	OISE/UT Closed - Good Friday
March 31	Deadline for Withdrawal Without Academic Penalty
April 25	Classes End
April 28-May 2	Special Projects/Examinations

In January 1995, the Royal Commission on Learning released its final report , **For the Love of Learning**. One of its recommendations was "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsed this recommendation and issued a call for proposals for two-year, preservice teacher education pilot programs to begin in September 1995.

In response to this call, a program based on six key images of the effective teacher (see page 5) was approved by FEUT Faculty Council and the University's Academic Board. The program is in effect for the period of the pilot project only (1995-1997) and is available to up to 60 Elementary (Primary/Junior or Junior/ Intermediate) students and up to 60 Secondary (Intermediate/Senior) students whose major teaching subject is one of English, History, Mathematics, or Science - General.

QUALIFICATIONS OBTAINED UPON SUCCESSFUL COMPLETION

At the end of the two-year program, those students who have successfully completed all program requirements will be awarded a Bachelor of Education degree and , those eligible, will be recommended to the Ministry of Education and Training for an Ontario Teacher's Certificate. In compliance with existing regulations, the recommendation will be for a qualification in one of Primary/Junior, Junior/Intermediate or Intermediate/Senior education.

NOTE:

- There is no graduate course credit awarded.
- Only those candidates who are Canadian Citizens, Landed Immigrants, or who have permission to work as teachers in Ontario, are eligible to receive the Ontario Teacher's Certificate.

ADMISSION REQUIREMENTS

The following requirements recognize the academic, linguistic, computer, and experiential preparation necessary to successfully address the demands of the program.

Academic

- An appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university.
- High academic standing, normally demonstrated by an average grade in the final year, or over senior level courses, equivalent to a University of Toronto mid-B or better.
- For Intermediate/Senior applicants, a minimum of five full university degree credit courses or equivalent in one of the four major Curriculum and Instruction (C & I) subjects offered in the pilot program - English, History, Mathematics, Science - General. For the second (minor) Curriculum and Instruction subject, prerequisites which are required for the one-year B.Ed./O.T.C. program are required for this program as well.
- For Junior/Intermediate applicants, the prerequisites which are required for the Curriculum and Instruction subject for the one-year B.Ed./O.T.C. program are required for this program as well.
- For Primary/Junior students there are no Curriculum and Instruction prerequisites.

Language Proficiency

- Evidence of oral and written proficiency in English as specified in the English Language Proficiency Policy detailed on pages 49-50 of this calendar.
- For Intermediate/Senior applicants whose second (minor) Curriculum and Instruction subject is French, Italian, Spanish, or German, and for Junior/Intermediate applicants whose Curriculum and Instruction subject is French, demonstrated proficiency in speaking and writing the language is required.

Experience

- A satisfactory Preservice teacher education Applicant Profile, which offers evidence of a special interest in teaching, some understanding of the nature of learning, and some evidence of relevant experience with children and adolescents.
- A satisfactory interview with the Pilot Program Admissions Committee.

Key Images

The following are six key images of the effective teacher which inform the design of the Bachelor of Education/Ontario Teacher's Certificate Two-Year Pilot Program in Teaching and Learning.

1. Working with **all** students in an equitable, effective and caring manner by respecting diversity in relation to ethnicity, race, gender, and special needs of each learner.

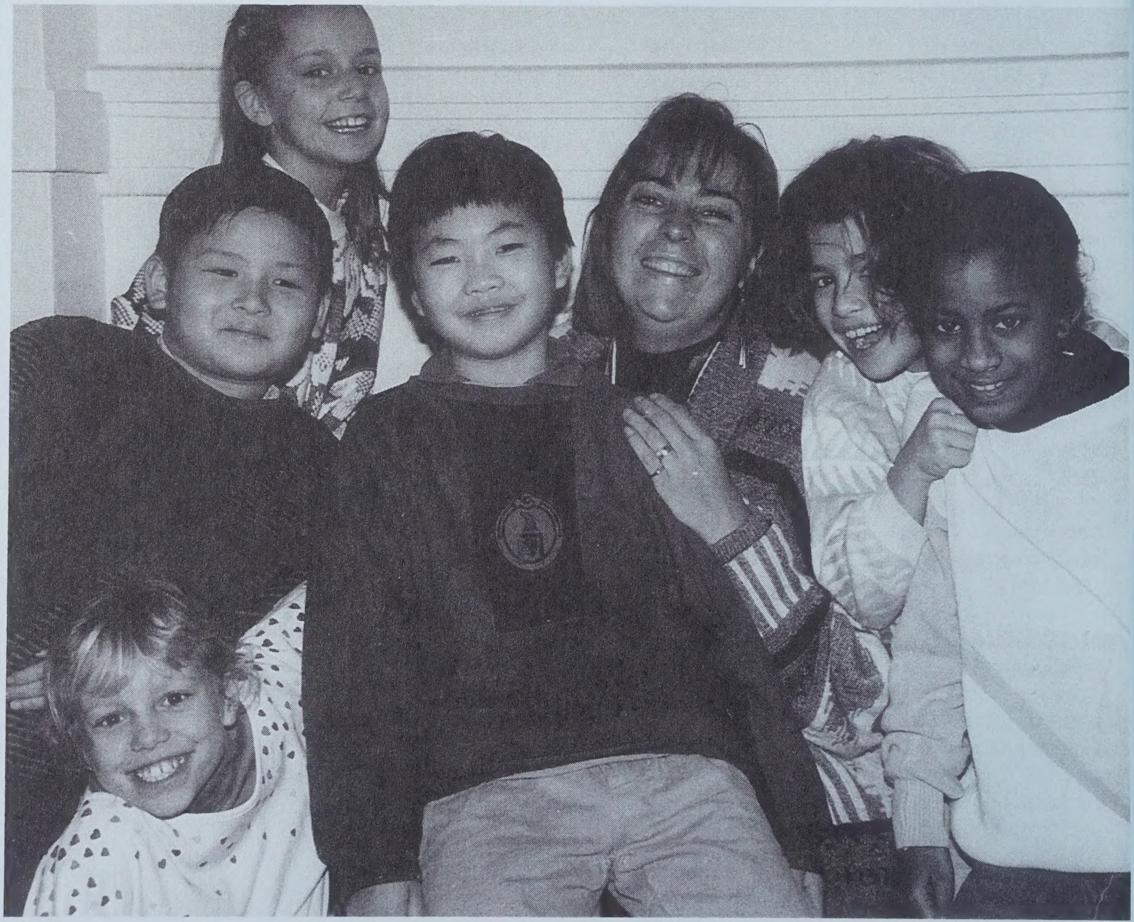
2. Being active learners who continuously seek, assess, apply and communicate knowledge as reflective practitioners throughout their careers.

3. Developing and applying knowledge of curriculum, instruction, principles of learning, the use of technology, and evaluation needed to implement and monitor effective and evolving programs for all learners.

4. Initiating, valuing and practising collaboration and partnerships with students, colleagues, parents, community, government, and social and business agencies.

5. Appreciating and practising the principles, ethics and legal responsibilities of teaching as a profession.

6. Developing a personal philosophy of teaching which is informed by and contributes to the organizational, community, societal and global contexts of education.



PROGRAM FEATURES

- Emphasis in year one is on **fundamental skills and knowledge in teaching and learning**, followed by an emphasis in year two on refining and extending these skills and knowledge through **specialization and intensive school experiences (internship)**;
- A coherent structure which links theory and practice through two interrelated strands - **Learners, Curriculum, and Classrooms,** and **Teachers, Schools, and Society;**
- An **inquiry-oriented** approach to improving practice;
- Extended practical assignments which include **a minimum of 150 days in classrooms and schools** over the two-year period;
- Cohorts of students and staff where **school and university-based faculty form a partnership** to plan, coordinate, and deliver the program; and
- **Dedicated academies** where the staff in 6 - 10 schools work with a cohort of students and faculty members to support the development of teachers and schools.

PROGRAM OF STUDY

The Elementary (Primary/Junior - Junior/ Intermediate) and Secondary (Intermediate/ Senior) programs are similar in structure. Each year involves five one-credit courses and a series of field experiences.

NOTE:
Candidates who lack competency in the use of computers for word processing, using spreadsheets and data bases, file handling, and running educational programs are required to pass a non-credit course during the first semester of the program. Candidates will enrol in this course, given by the Faculty of Education's Technology for Enhancing Learning Centre (T.E.L. Centre), at the time of registration in September, 1995.

YEAR ONE

Candidates take **three courses** in the **Learners, Curriculum, and Classrooms** strand and **one course** in the **Teachers, Schools, and Society** strand. They also have a **graded Practicum**, consisting of an orientation week, two four-week blocks, and the equivalent of five weeks before and after the two blocks in course-related activities in classrooms and schools.

NOTE:
Candidates must successfully complete Year One of the program before they will be allowed to proceed to Year Two.

YEAR TWO

Candidates take **two courses** in the **Learners, Curriculum, and Classrooms** strand and **two courses** in the **Teachers, Schools, and Society** strand. They also have **an extended Internship** for credit, consisting of an orientation week, two six-week blocks, and the equivalent of seven weeks before and after the blocks in project-based activities in classrooms and schools. In addition, candidates will be required to successfully complete a **Comprehensive Examination** at the end of year two.

The sequence of courses in elementary and secondary education are similar, though the name and orientation of some courses differ in ways that reflect the priorities in each program. The following table lists the courses by program -
Elementary: Primary/Junior - Junior/Intermediate
Secondary: Intermediate/Senior - and by year:

COURSE LIST

YEAR ONE

ELEMENTARY		SECONDARY	
COURSE NUMBER	COURSE NAME	COURSE NUMBER	COURSE NAME
EDU3500Y	Diverse Learners, Diverse Classrooms	EDU3500Y	Diverse Learners, Diverse Classrooms
EDU3501Y	Elementary School Curriculum	EDU3502Y	Secondary School Curriculum
EDU3503Y	Integrated Elementary Curriculum	EDU1530Y	Secondary Curriculum Specialization (Major)
EDU3504Y	Teacher Inquiry and Teacher Development	EDU3504Y	Teacher Inquiry and Teacher Development
EDU4510Y	Practicum in Teaching and Learning	EDU4510Y	Practicum in Teaching and Learning

(ASSESSMENT AT END OF FIRST YEAR)

YEAR TWO

EDU1820Y or EDU1850Y	Primary/Junior or Junior/Intermediate Education	EDU1810Y	Secondary Curriculum Specialization (Minor)
EDU1811Y	Elementary Curriculum Specialization	EDU1830Y	Secondary Curriculum Specialization (Major): Advanced Seminar
EDU3810Y	School Improvement	EDU3810Y	School Improvement
EDU3811Y	Changing Context of Education	EDU3811Y	Changing Context of Education
EDU4820Y	Internship	EDU4820Y	Internship

(COMPREHENSIVE EXAMINATION AT END OF SECOND YEAR)

COURSE DESCRIPTIONS

The following descriptions outline the orientation and core content areas of courses in each year. In each case the numeral in brackets indicates the number of lecture hours per week.

YEAR ONE

STRAND: LEARNERS, CURRICULUM, AND CLASSROOMS

Diverse Learners, Diverse Classrooms EDU3500Y (4 hours)
Through this course students will address the increasing diversity in back-ground, circumstance, and capability of today's learners. They will focus on: human development; differences in physical, emotional, behaviour, and learning ability; and differences in gender, socio-economic, cultural, and racial representation. Students will develop the capacity to create responsive and inclusive classrooms.

Elementary School Curriculum EDU3501Y (4 hours)
Students in this course will examine the differentiated and interactive dimensions of the elementary school curriculum. They will focus on the key elements of the major disciplines: Arts (dance, music, drama, visual arts), Language Arts, Mathematics, Physical and Health Education, Science, Social Studies, and Technology Education. Students will develop the capacity to design and apply defensible curriculum and instructional strategies.

Integrated Elementary Curriculum EDU3503Y (4 hours)
In this course students will study the rationale for approaches to constructing coherent and connected curriculum experiences. They will focus on the nature of integration, on multidisciplinary, interdisciplinary, and non-disciplinary strategies, on across-the-curriculum themes and processes, and on building productive classroom communities. Students will develop the capacity to use different forms of integrative practice.

Secondary Curriculum Specialization (Major) EDU1530Y (4 hours)
In these courses Intermediate/Senior students will address the pedagogical dimensions of a selected Curriculum and Instruction subject in relation to adolescent learners. They will focus on the key elements - concepts, knowledge, skills; strategies for teaching the subject and assessment models; guidelines, resources, technology - of the Curriculum and Instruction subjects in intermediate and senior classrooms. Students will develop the capacity to create and engage in appropriate and effective teaching, learning, and assessment practices in the selected Curriculum and Instruction subjects.

Intermediate/Senior students will choose one of the following Curriculum and Instruction subjects available for the 1995/97 Program:
- English (First Language)
- History
- Mathematics
- Science - General.

Prerequisites: Five university courses (15 credits) in the selected Curriculum and Instruction subject.

Secondary School Curriculum EDU3502Y (4 hours)
Intermediate/Senior students in this course will examine the interactive dimensions of the secondary school curriculum. They will focus on interdisciplinary strategies, the common curriculum, across-the-curriculum themes and processes, and building productive classroom communities. Students will develop the capacity to make justifiable connections between and across disciplines.

STRAND: TEACHERS, SCHOOLS, AND SOCIETY

Teacher Inquiry and Teacher Development EDU3504Y (4 hours)
In this course students will address research about teachers, teaching, and teacher development. They will examine the rights and responsibilities of teachers, alternative perspectives on teaching and learning, and the critical dimensions of and stages in professional development. They will also receive training in basic research skills and strategies, apply models of personal and collaborative inquiry, and adapt self-directed and collaborative teacher development approaches. Students will develop the capacity to conduct responsible and relevant inquiries in teaching and learning and to devise effective classroom-based and school-based teacher development strategies.

PRACTICUM

Practicum in Teaching and Learning EDU4510Y
This course will be linked to both the **Learner, Curriculum, and Classroom** and the **Teachers, Schools, and Society** strands. It involves an orientation week, two four-week blocks, and some additional days before and after these blocks in course-related activities in designated schools. The practicum will provide a context for the performance requirements of year one courses.

YEAR TWO

STRAND: LEARNERS, CURRICULUM, AND CLASSROOMS

Primary/Junior EDU1820Y (4 hours)
Students will specialize in Primary/Junior Education. In these courses students will refine and extend the content studied in the courses **Elementary School Curriculum, EDU3501Y** and **Integrated Elementary Curriculum, EDU3503Y** in the context of Primary/Junior classrooms. They will focus on adaptive instruction with diverse and "at risk" learners, advanced practice in the major disciplines and in the integrated curriculum, and current issues and directions in Primary/Junior education. Students will enhance their capacity to choose and engage in appropriate and effective teaching, learning, and assessment practices, in part, through the school-based project, "Improving Classroom Practice".

Junior/Intermediate Education EDU1850Y (4 hours)
Students will specialize in Junior/Intermediate Education. In these courses students will refine and extend the content studied in the courses **Elementary School Curriculum, EDU3501Y** and **Integrated Elementary Curriculum, EDU3503Y** in the context of Junior/Intermediate classrooms. They will focus on adaptive instruction with diverse and "at risk" learners, advanced practice in the major disciplines and in the integrated curriculum, and current issues and directions in Junior/Intermediate education. Students will enhance their capacity to choose and engage in appropriate and effective teaching, learning, and assessment practices, in part, through the school-based project, "Improving Classroom Practice".

Elementary Curriculum Specialization EDU1811Y (4 hours)
This course will provide students with the opportunity for an in-depth examination of one Curriculum and Instruction subject previously introduced in the courses, **Elementary School Curriculum, EDU3501Y** and **Integrated Elementary Curriculum, EDU3503Y.** Students will focus on themes, structures, systems, and strategies unique to the selected program area or Curriculum and Instruction subject.

Primary/Junior students will choose one program area from:
- Language, the Arts, Self and Society **or**
- Mathematics, Science, and Technology.

Junior/Intermediate students will choose one Curriculum and Instruction subject from:
- Dramatic Arts
- English(First Language)
- Family Studies
- French(Second Language)
- Geography
- History
- Mathematics
- Music
- Physical and Health Education
- Science - General
- Visual Arts.

Prerequisites for Junior/Intermediate Curriculum and Instruction subjects :
Three university courses (9 credits) in the selected Curriculum and Instruction subject **and,** if the selected Curriculum and Instruction subject is French (Second Language), demonstrated proficiency in speaking and writing the language.

Secondary Curriculum Specialization (Minor) EDU1810Y (4 hours)
In these courses, Intermediate/Senior students will address the pedagogical dimensions of a selected Curriculum and Instruction (C & I) subject in relation to adolescent learners. They will focus on the key elements - concepts, knowledge, skills; teaching strategies and assessment models; guidelines, resources, technology - of the selected Curriculum and Instruction subject in intermediate and senior classrooms. Students will develop the capacity

to create and engage in appropriate and effective teaching, learning, and assessment practices in the selected Curriculum and Instruction subject.

Intermediate/Senior students will choose one of the following Curriculum and Instruction subjects. See Calendar pages 17 - 23 for descriptions.

Prerequisites: Three university courses (9 credits) in the selected subject **and,** if the selected subject is French (Second Language) or International Languages, demonstrated proficiency in speaking and writing the language.

Business Studies - Accounting	EDU1340
Business Studies - Data Processing	EDU1350
Business Studies - Information Management	EDU1370
Business Studies - Marketing and Merchandising	EDU1360
Classical Studies - Greek	EDU1210
Classical Studies - Latin	EDU1200
Computer Science	EDU1040
Design and Technology	EDU1170
Dramatic Arts	EDU1070
Economics	EDU1080
English (First Language)	EDU1100
Environmental Science	EDU1380
Family Studies	EDU1160
French (Second Language)	EDU1110
Geography	EDU1440
Geology	EDU1130
History	EDU1150
Individual and Society	EDU1270
International Languages - German	EDU1140
International Languages - Italian	EDU1190
International Languages - Spanish	EDU1310
Mathematics	EDU1220
Music - Instrumental	EDU1230
Music - Vocal	EDU1240
Physical and Health Education	EDU1250
Politics	EDU1260
Science (General)	EDU1300
Visual Arts	EDU1010

Secondary Curriculum Specialization (Major) Advanced Seminar EDU1830Y (4 hours)

Through this course Intermediate/Senior students will refine and extend the content of the course **Secondary Curriculum Specialization (Major), EDU1530Y.** They will focus on adaptive instruction with diverse and "at risk" learners, advanced practice in the Curriculum and Instruction (C & I) subject, and current issues and directions of the discipline in the secondary school curriculum. Students will enhance their capacity to make effective curriculum decisions in the Curriculum and Instruction (C & I) subject in part, through the school-based project, "Improving Classroom Practice".

Prerequisite*:* Secondary Curriculum Specialization (Major), EDU1530Y

STRAND: TEACHERS, SCHOOLS, AND SOCIETY

School Improvement EDU3810Y (4 hours)

In this course students will investigate the critical role of teachers in school improvement. They will focus on the school as a workplace, change agent skills and strategies, and organizational effectiveness. Students will enhance their capacity to bring about significant changes in classroom and school practices through the project, "School-Based Development".

Changing Context of Education EDU3811Y (4 hours)

This course will enable students to analyze the interrelated conditions that shape educational change. They will focus on the purposes, challenges, and comparative perspectives on schooling, philosophical issues and orientations, and the foundations of educational reform. Students will enhance their capacity to influence the reform of education in the context of ongoing technological, cultural, and social change.

INTERNSHIP

Internship EDU4820Y

This course will be linked to both the **Learners, Curriculum, and Classrooms** and the **Teachers, Schools, and Society** strands. It will involve an orientation week, two six-week blocks, and some additional days before and after these blocks in a designated school. The extended field placement will provide a context for the two major projects, "Improving Classroom Practice" and "School-Based Change".

REGULATIONS

GRADING PRACTICES POLICY FOR THE TWO-YEAR BACHELOR OF EDUCATION/ONTARIO TEACHER'S CERTIFICATE PILOT PROGRAM IN TEACHING AND LEARNING

In accordance with the University of Toronto Grading Practices Policy approved by Governing Council on May 10, 1990, the Grading Practices Policy is as follows:

A. EVALUATION PROCEDURES - COURSES

(See section B for the evaluation procedures for the Internship course and section C for the evaluation procedures of the Comprehensive Examination)

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
   - i) a list of all requirements, with due dates;
   - ii) the weighting factor or percentage allotment for each course requirement;
   - iii) a statement on the procedure used to determine final grades;
   - iv) a description of the format and nature of the final examination (where applicable).
2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.
3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.
4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.
5. At least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.
6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
7. All final course grades submitted by instructors will be reviewed first by the Dean's Review Committee which may seek clarification of apparent anomalies, and, when necessary, may require that the grades as submitted be reconsidered. OISE/UT has the final responsibility for assigning the official course grade.

B. EVALUATION PROCEDURES - INTERNSHIP COURSE

The evaluation of student performance in the Internship course will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students. This statement will be available to all students before the beginning of the Internship course.
2. An interim written performance evaluation not later than the mid-point of the Internship course.
3. Written documentation of the final assessment of the Internship course.

C. EVALUATION PROCEDURES - COMPREHENSIVE EXAMINATION

The evaluation of student performance for the Comprehensive Examination will include the following:

1. A formal statement describing the components and the evaluation process for each component, including the criteria to be used in assessing the performance of students. This statement will be available to all students at the beginning of Year One.

D. CONDITIONS FOR FINAL STANDING

1. Grades for the Comprehensive Examination at the end of Year Two and in all courses except the Internship course will be reported in the refined letter grade scale of A+, A, A-, B+, B, B-, and FZ. Grades in the Internship course will be reported as a Credit (CR) or as a No Credit (NCR).

2. The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and translation table is as follows:

GRADE SCALE FOR ACADEMIC COURSES

Letter Grade	Grade Meaning	Scale of Numerical Marks	Translation Table
A+		90 - 100%	95%
A	Excellent	85 - 89%	87%
A-		80 - 84%	82%
B+		77 - 79%	78%
B	Good	73 - 76%	75%
B-		70 - 72%	71%
FZ	Inadequate	00 - 69%	35%

GRADE SCALE FOR INTERNSHIP COURSE - Credit/No Credit (CR/NCR)

Letter Grade	Grade
CR	Credit
NCR	No Credit

3. Registration in Year Two is dependent upon successful completion of all Year One work.

4. To be recommended for the Bachelor of Education degree in the Two Year Teaching and Learning program and the Ontario Teacher's Certificate a student must successfully complete the ten required full courses, and attain at least:

   i) a Credit (CR) in the Internship course
   ii) a minimum of a B- grade in all other courses
   iii) a minimum of **B-** grade on all components of the Comprehensive Examination at the end of Year Two.

E. SUPPLEMENTAL PRIVILEGES

1. A student may be granted supplemental privileges in a course in which an **FZ or an NCR** has been received. This privilege is limited to a maximum of two courses per year.

2. A student may be granted supplemental privileges for any component of the Comprehensive Examination for which an **FZ** has been received.

3. Application for supplemental privileges for all courses or components of the Comprehensive Examination must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

4. A student granted supplemental privileges may qualify in one of the following ways, as authorized by the Faculty Council of OISE/UT:

   i) by taking an examination during July or August;
   ii) by otherwise satisfying the requirements of the department(s) concerned.

5. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for Bachelor of Education degree in the Two-Year Teaching and Learning program and the Ontario Teacher's Certificate.

6. No student will be permitted to take more than twice any final examination, or part thereof, for any degree or certificate listed in the Calendar, except by permission of the Faculty Council of OISE/UT.

F. STUDENT ACCESS TO EXAMINATION PAPERS

1. Copies of final examination papers for the preceding five academic years are available in the OISE/UT Library. These are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Associate Dean (Preservice). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

G. WITHDRAWALS

A student may withdraw from the preservice teacher education program without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the student's academic record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of FZ, or NCR, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

H. CONFLICT OF INTEREST

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Chair of the Department, or if appropriate, to the Associate Dean (Preservice), who shall take steps to ensure fairness and objectivity.

I. PROCEDURES IN THE EVENT OF DISRUPTIONS

1. PRINCIPLES

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and

ii) Students must be treated in a fair manner recognizing their freedom of choice to attend class or not without penalty.

2. PROCEDURES

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.

ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.

iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Chair of the Department with a report on the attendance at the class where the vote was taken.

iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Chair of the Department with his or her recommendation, along with the results of any classroom votes. The Chair, in consultation with the Associate Dean (Preservice), shall then make a decision

v) Where classes are not able to convene, the instructor, with the prior approval of the Chair of the Department, shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Chair of the Department, in consultation with the Associate Dean (Preservice), will make such changes and submit them for approval to the Provost. Where courses are to be cancelled, approval of the Faculty Council of OISE/UT is required. If the Faculty Council of OISE/UT cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume students must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

NOTE: The full text of the University's Grading Practices Policy is available in the Registrar's Office.

APPEAL PROCEDURES

Two-Year Bachelor of Education/ Ontario Teacher's Certificate Pilot Program in Teaching and Learning

A. APPEAL OF ACADEMIC GRADES

A student may discuss a disputed grade informally with the instructor involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor(s) responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the instructor, in writing, to the Chair of the Department within two weeks of receiving the decision . The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department , in consultation with members of the department, will review the case and submit to the student and the instructor, in writing, the ruling of the department, and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department . The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee, in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/ advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

5. The student may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

B. APPLICABILITY OF FACULTY REGULATIONS

The Registrar's Office normally handles matters regarding the applicability of faculty regulations. A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

NOTE: Please refer to the OISE/UT 1996/97 Preservice Teacher Education Calendar for other information and regulations which apply to both the One-Year Preservice and the Two-Year Preservice Pilot Program.

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Preservice Teacher Education

Calendar

1997/98

ACKNOWLEDGEMENT

The design of the OISE/UT Bachelor of Education/Ontario Teacher's Certificate two-year teacher education Pilot Program (1995-97), was informed by six key images of the effective teacher. Students in the Elementary Education division of the Pilot Program designed a poster which represented these key images. This poster is reproduced on the back cover of this year's Calendar. Each square represents one of the six key images as detailed below.

We gratefully acknowledge the work of the Pilot Program Elementary Arts Specialist Design Team - Zelia Capitao, Marianne Di Cio, Rochelle Garcia, Suzanne Horvath, Winnie Hunsburger, Jennifer Kelly, Anne-Marie Korber - and their advisor, Al Downs, in producing this poster. We wish to also gratefully express our thanks to Professor Carol Rolheiser and Kim Gordon, Coordinators of the Two-Year Elementary Teacher Education Pilot Program, wh approved our use of the poster design.

IMAGES OF TEACHING AND LEARNING

Working with **all** students in an equitable, effective and caring manner by respecting diversity in relation to ethnicity, race, gender, and special needs of each learner.

Developing and applying knowledge of curriculum, instruction, principles of learning, the use of technology, and evaluation needed to implement and monitor effective and evolving programs for all learners.

Appreciating and practising the principles, ethics and legal responsibilities of teaching as a profession.

Being active learners who continuously seek, assess, apply and communicate knowledge as reflective practitioners throughout their careers.

Initiating, valuing and practising collaboration and partnerships with students, colleagues, parents, community, government, and social and business agencies.

Developing a personal philosophy of teaching which is informed by and contributes to the organizational, community, societal and global contexts of education.

LIBRARY
SEP 11 1997
OISE/UT

Office of the Registrar

• Preservice Teacher Education Programs

Bachelor of Education and Diploma in Technical Education/ Ontario Teacher's Certificate of Qualification Programs

371 Bloor Street West (at Spadina), Toronto, Ontario M5S 2R7

Admissions	978-8833
E-mail:	preservice_admis@tednet.oise.utoronto.ca
Registered Students	978-5990
E-mail:	preservice_admitted@tednet.oise.utoronto.ca
Transcripts & Records	978-5577
E-mail:	transcripts_feut@tednet.oise.utoronto.ca
FAX	971-2755

Master of Arts in Child Study and Education, Diploma in Child Study/Ontario Teacher's Certificate of Qualification Program

45 Walmer Road, Toronto, Ontario M5R 2X2

Admissions & Registration	978-3457
Transcripts & Records	978-3457
FAX	978-6485
E-mail:	anne_radford@tednet.oise.utoronto.ca

• Graduate Studies in Education

252 Bloor Street West, Toronto, Ontario M5S 1V6

Admissions & Registration	923-6641 ext. 2663/2664
Transcripts & Records	978-2383
TTD	926-4760
FAX (Grad Studies)	323-9964
FAX	926-4725
Cable Address	OISETOR
E-mail	gradstudy@oise.utoronto.ca

• Continuing Education Program for Teachers

371 Bloor Street West (at Spadina), Toronto, Ontario M5S 2R7

Admissions & Registration	978-5988
Transcripts & Records	978-5577
FAX	971-2755
E-mail:	aq_regoffice@tednet.oise.utoronto.ca

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hanges in Programs of Study

he programs of study that our calendar lists and escribes are available for the years to which the alendar applies. They may not necessarily be vailable in later years. If the University or ISE/UT must change the content of programs f study or withdraw them, all reasonably ossible advance notice and alternative struction will be given. The University, owever, will not be liable for any loss, damages, r other expenses that such changes might ause.

hanges in Courses

or each program of study offered by the niversity through OISE/UT, the courses ecessary to complete the minimum quirements of the program will be made vailable annually. We must, however, reserve e right otherwise to change the content of urses, instructors and instructional ssignments, enrolment limitations, erequisites and co-requisites, grading policies d timetables without prior notice.

hanges in Regulations and Policies

e University has several policies which are proved by the Governing Council and which ply to all students. Each student must ecome familiar with the policies. The University ill assume that he or she has done so. The les and regulations relating to OISE/UT eservice teacher education programs are splayed herein. Applicable University policies e either fully displayed or listed herein.

applying to OISE/UT the student assumes rtain responsibilities to the University and to ISE/UT and, if admitted and registered, shall be bject to the rules, regulations, and policies ed in the calendar.

alendar Limitations

e University makes every reasonable effort to an and control enrolment to ensure that all of r students are qualified to complete the ograms to which they are admitted, and to ike a practicable balance between enrolment d available instructional resources. metimes such a balance cannot be struck and e number of qualified students exceeds the structional resources that we can reasonably ake available while at the same time aintaining the quality of instruction. In such ses, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient.

Copyright in Course Lectures

Students wishing to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

Student Number

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to student numbers. The University assumes and expects that students will protect the confidentiality of their student numbers.

Admission of International Students

OISE/UT welcomes qualified international students. Efforts are made to meet their special needs insofar as resources permit. International students and others who are not candidates for an Ontario Teacher's Certificate of Qualification must comply with such conditions of admissions as the Faculty Council of OISE/UT may determine.

Admissions Policy Statement

In keeping with the Policies and Principles for Admission to the University of Toronto, OISE/UT is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minorities, differently abled persons, women in non-traditional subject areas, males interested in primary school teaching, aboriginal persons and native speakers of French.

1997

September 1	OISE/UT closed - Labour Day
September 3, 4	Registration B.Ed. and Diploma in Technological Studies Programs
September 8	Classes begin
September 10	Focus Day (P/J, J/I)
September 19	Last day for course and section changes (Full Year and First Term courses)
October 8	Practicum Preparation Day (I/S)
October 13	OISE/UT closed - Thanksgiving Day
October 15	TOP Day (I/S)
October 15	Focus Day (P/J, J/I)
October 20 - November 7	Practice Teaching (P/J, J/I, I/S)
October 31	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the First Term
November 12	Employment Services (a.m.: P/J/I; p.m.: I/S)
November 15	Deadline for withdrawal without academic penalty (First Term Courses)
November 25	Safe Schools Day (I/S)
December 12	Classes end
December 15	Study Day, Special Projects
December 16 - 19	Examinations, Special Projects

1998

January 1	OISE/UT closed - New Year's Day
January 5	Classes resume
January 14, 15	Employment Conference - no classes
January 15	Second installment of fees due

1998 (continued)

January 16	School Boards Information Fair - no classes
January 16	Last Day for course and section changes (Second Term courses)
January 19 - February 6	Practice Teaching (P/J, J/I)
January 30	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Second Term
February 2 - 20	Practice Teaching (I/S)
February 11	Focus Day (P/J, J/I)
March 16 - 20	Midwinter break in the Ontario school system - no OISE/UT classes
March 23 - April 9	Practice Teaching (P/J, J/I, I/S)
March 31	Deadline for withdrawal without academic penalty (Full Year and Second Term courses)
April 10	OISE/UT closed - Good Friday
April 24	Classes end
April 27	Study Day, Special Projects
April 28 - May 1	Examinations, Special Projects

Sessional Dates 1997/98 Diploma in Child Study/O.T.C. of Q. Program

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NOTE: In 1996/97 the Diploma in Child Study program became the Master of Arts in Child Study and Education/Ontario Teacher's Certificate of Qualification Program. The sessional dates listed below apply only to the second year of the final session of the Diploma program.

1997

September 1	OISE/UT closed - Labour Day
September 3, 4	Registration
September 8	Classes begin
September 19	Last day for course and section changes (Full Year and First Term courses)
October 13	OISE/UT closed - Thanksgiving Day
October 31	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the First Term
November 12	Employment Services (a.m.)
November 15	Deadline for withdrawal without academic penalty (First Term courses)
December 12	Classes end
December 15 - 19	Internships continue until December 19

1998

January 1	OISE/UT closed - New Year's Day
January 5	Classes resume
January 14, 15	Employment Conference - no classes
January 15	Second installment of fees due
January 16	School Boards Information Fair - no classes
January 16	Last day for course and section changes (Second Term courses)
January 30	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Second Term
March 16 - 20	Midwinter break in the Ontario school system - no OISE/UT classes
March 31	Deadline for withdrawal without academic penalty (Full Year and Second Term courses)
April 10	OISE/UT closed - Good Friday
April 17	Classes end
April 21 - 25	Internships continue until April 25

1997/98 WINTER SESSION - FIRST TERM

Note: Students in this program are also subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE/UT Bulletin and the School of Graduate Studies Calendar for further information.

August 15	Registration for Winter Session begins
August 30	Deadline for adding first-term and full-year Winter Session courses **via the STS.** After this date, instructor's approval at the beginning of classes is required
September 1	Labour Day (offices closed)
September 5	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Unit, for first-term and full-year courses
September 8	Lectures begin
September 12	Winter Session registration, which includes tuition fee payment, ends. After this date, a Late Registration Fee will be charged
September 30	Grade submission date for 1997 Summer Session courses. (Grades will be mailed to students toward the end of October)
September 30	Deadline for SDF designation for 1996/97 second-term and full-year courses to be changed to a regular grade or a failure
October 3	Deadline for adding first-term and full-year courses
October 13	Thanksgiving Day (offices closed, classes rescheduled)
October 31	Deadline for withdrawing from first-term courses without academic penalty
November 12	Employment Services (a.m.)
November 19-20	Fall Convocation
December 5	Last day of lectures of first-term, Winter Session courses
December 13	Deadline for adding second-term Winter Session courses **via the STS.** After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Unit, for second-term courses

1997/98 WINTER SESSION - SECOND TERM

January 5	Lectures for the second term of the Winter Session begin
January 9	Deadline for registration, including tuition fee payment, for students beginning their programs in second term. After this date a late registration fee will be charged
January 14, 15	Employment Conference - no classes
January 15	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1998 Summer Session or the 1998/99 Winter Session. While applications will be accepted after this date, no guarantee of admission to either degree programs or courses can be given.
January 15	Deadline for receipt of applications for a 1998/99 Winter Session Graduate Assistantship (for full-time study only)
January 16	School Boards Information Fair - no classes
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year. (The information is needed by the Registrar's Office, Graduate Studies Unit, by this date to allow for processing and forwarding the necessary documentation to the School of Graduate Studies by their deadline)
January 17	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for processing and forwarding the necessary documentation to the School of Graduate Studies by their deadline)
January 20	Grade submission date for 1997/98 first-term courses. (Grades will be mailed to students in mid-February)
January 20	Deadline for INC designation for 1997 Summer Session courses to be changed to a regular grade or a failure
January 23	Deadline for adding second-term courses
January 30	Deadline for doctoral and Phil.M. oral examinations without fees being charged
February 27	Deadline for withdrawing from second-term and full-year courses without academic penalty
March 9	Graduation "in absentia"

1997/98 WINTER SESSION - SECOND TERM (continued)

March 15	Pre-enrolment forms for Summer Session and Winter Session for continuing students will be mailed
March 16-20	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 9	Last day of Winter Session lectures
April 10	Good Friday (offices closed)
April 13	Continuing students should pre-enrol in courses for both Summer Session and Winter Session (first- and second-term) prior to this date. Maximum enrolment may be reached in some courses well before this date
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for M.A. and M.Ed. degrees to be awarded at Spring Convocation. (This date is crucial for processing and forwarding the necessary documentation to the School of Graduate Studies by their deadline)
May 4	Last week to start optional four-week placement
May 8	Deadline for registration, without late fee, for Summer Session independent study and research
May 18	Victoria Day (offices closed)
May 20	Grade submission date for 1997/98 second-term and full-year courses. (Grades will be mailed to students in mid-June)
May 20	Deadline for INC designation for 1997/98 first-term courses to be changed to a regular grade or a failure
June	Spring Convocation (dates to be announced)
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Unit, for Summer Session courses

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Merl Wahlstrom, Chair, Department of Curriculum, Teaching and Learning, OISE/UT
Joan Westcott, Executive Director, Federation of Women Teachers' Association of Ontario

History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the University called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Following is an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)
When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1880 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

HISTORY AND FUNCTION OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

The Institute of Child Study (ICS) was founded in 1926 as the St. George's School of Child Study, the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres, and in 1971 it became a constituent part of the Faculty of Education.

The previously described pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education (OCE), University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education (OISE). In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, The Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT). In 1976, ICS began offering a two-year child development-based preservice program. Establishment of the Laidlaw Research Centre at ICS in 1992 further strengthened the link between research and teacher education.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T). and M.Sc.(T.) - were approved. The unique feature of these programs has been their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T). program in English and an M.Sc.(T). program in Mathematics were initiated. The M.Sc. (T) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report, **For the Love of Learning**, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsing this recommendation called for proposals for two-year, preservice teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the University's Academic Board. The program was in effect for the 1995-1997 period only and was available to up to 60 Elementary students and up to 60 Secondary students.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's field centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its field centres, OISE maintained an important presence throughout the province.

The Relationship Between OISE and FEUT

In general, OISE and FEUT pursued their mandates and activities separately over the years since 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto (UT) and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue it. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the University was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by The Ontario Institute for Studies in Education, The Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)**, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It will enjoy full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual University faculties hold such status. Its departments are members of Division 2 (Social Sciences) of the University's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT will be a centre of excellence for graduate studies, research, field development, continuing and preservice teacher education in Ontario. It will also be a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, preservice and inservice teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Dean of OISE/UT

M.G. Fullan	1996 -

Summary of Programs Offered by OISE/UT

OISE/UT offers teacher education at several levels. These are summarized below. This Calendar pertains to the Preservice Teacher Education Programs only. Information regarding the Continuing Education Program and the Graduate Studies Programs can be obtained from the addresses listed below.

Preservice Teacher Education Programs

Preservice teacher education programs provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. Programs, with a few exceptions, lead to the Ontario Teacher's Certificate of Qualification (O.T.C. of Q.).

Bachelor of Education Degree

Three concentrations are offered:

- Primary/Junior
- Junior/Intermediate
- Intermediate/Senior
  (General and Technological Studies)

Diploma in Technical Education (Dip.T.Ed.)

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate and Senior divisions.

Master of Arts in Child Study and Education (M.A.(CS&E))

One concentration, Childhood Education is offered. It also leads to the Ontario Teacher's Certificate of Qualification - Primary/Junior.

The Continuing Education Program

The Continuing Education Program for Teachers offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the College of Teachers for holders of the Ontario Teacher's Certificate of Qualification (O.T.C. of Q.).

Teachers who have received their teacher education outside of Ontario, who are seeking Ontario Certification, and who have been directed by the Ontario College of Teachers to take professional courses at a faculty of education may apply for admission to Basic Divisional Qualification courses or basic level Technological Studies courses only.

Teachers seeking Ontario certification must first attend an orientation/information session at OISE/UT and are required to submit evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 58 - 59).

The Continuing Education Additional Qualification courses offered in the Summer day session and the Winter evening session, depending on resources and demand, are as follows:

- Basic Divisional Qualification courses (Primary, Junior, Intermediate, Senior)
- One-session courses
- Three-session courses
- Honour Specialist (General Studies)
- Technological Studies (Basic, Advanced)
- Honour Specialist (Technological Studies)

Applications and Further Information
Detailed information on Continuing Education courses is found in the Continuing Education sessional calendars available from:

OISE/UT
Office of the Registrar
Continuing Education Unit, Room 132C
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-5988
FAX: (416) 971-2775
E-mail: aq_regoffice@tednet.oise.utoronto.ca

Graduate Studies in Education

Graduate programs leading to M.Ed., M.A., Ed.D. and Ph.D. degrees are offered through OISE/UT's five departments. The Master of Arts in Teaching (English) degree, and the Master of Arts in Child Study and Education are also available. Most courses are held on campus, but some (about 25 per year) are offered through Field Centres or distance education modes of delivery. With the exception of the M.A. in Child Study and Education, graduate degrees in education at OISE/UT do not carry Ontario teacher certification but may assist those applying to the preservice teacher education degree programs. They are also of interest to persons holding teacher certification.

The graduate departments are:

- Adult Education, Community Development and Counselling Psychology
- Curriculum, Teaching and Learning
- Human Development and Applied Psychology
- Sociology and Equity Studies in Education
- Theory and Policy Studies in Education

Applications and Further Information
Detailed information on graduate programs is found in the 1997/98 OISE/UT Bulletin available at:

OISE/UT
Office of the Registrar
Graduate Studies Unit
252 Bloor Street West
Toronto, Ontario, Canada, M5S 1V6
Telephone: (416) 923-6641, Ext. 2663 or 2664
TTD: (416) 926-4760
FAX: (Grad. Studies) (416) 323-9964
FAX: (416) 926-4725
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca

Laboratory Schools

The **University of Toronto Schools (UTS)** is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study and experimentation. Resources of the school are available to staff and students of OISE/UT for teaching practice, demonstration, and experiment. For further information, please contact:

The University of Toronto Schools
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-3212
FAX: (416) 978-6775
Internet: http://www.uts.oise.utoronto.ca

The **Institute of Child Study (ICS)** operates a laboratory school which is a day school for children from 3 to 12 years of age, and an Infant Centre. Both serve as resources for students in the M.A. in Child Study and Education program and for research activities. For further information please contact:

The Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone (416) 978-3457
FAX (416) 978-6485
E-mail: anne_radford@tednet.oise.utoronto.ca

Bachelor of Education/ Ontario Teacher's Certificate of Qualification Program

- **Primary/Junior (P/J)**
- **Junior/Intermediate (J/I)**
- **Intermediate/Senior (I/S)**

(For Technological Studies, see pages 34 - 39)

Ontario Teacher's Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the programs, may be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualification (O.T.C. of Q.), which qualifies them to teach in Ontario schools.

Admission Requirements

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at OISE/UT. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand. Applicants must also have met the English language proficiency requirements.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to date of application.
- evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 58 - 59).
- a completed OISE/UT preservice teacher education Applicant Profile.
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name, where applicable.

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation.
- Applicants who receive an offer of admission to the OISE/UT preservice teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) before registration.

Applications and Further Information

Application forms and full instructions for applying may be obtained from the address below. Forms are also available on request from most Ontario University placement offices, normally beginning in September of the year prior to registration.

OISE/UT, Office of the Registrar
Preservice Teacher Education Programs
Admissions Unit, Room 132A
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-5988
FAX: (416) 971-2775
E-mail:
preservice_admis@tednet.oise.utoronto.ca

Program of Study

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

In addition to the regular in-faculty program delivery, there is a variety of school-based program delivery options which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior concentration of the program.

The Contemporary Classroom

All candidates proceeding to the Bachelor of Education degree are required to take The Contemporary Classroom EDU6100.

Curriculum and Instruction (C & I)

Candidates must select one of the following concentrations:

- Primary/Junior (junior kindergarten to grade 6)
- Junior/Intermediate (grades 4 to 10)
- Intermediate/Senior (grades 7 to 12/O.A.C.)

Prerequisites, if any, are stated in the course descriptions.

Primary/Junior (P/J)

The C & I component of this concentration is the course Primary/Junior Education EDU1420.

Junior/Intermediate (J/I)

The C & I component of this concentration comprises two courses: Junior/Intermediate Education EDU1450 and one Intermediate course from those listed below.

Design and Technology EDU1171
Dramatic Arts EDU1071
English (First Language) EDU1101
Family Studies EDU1161
French (Second Language) EDU1111
Geography EDU1441
History EDU1151
Mathematics EDU1221
Music-Instrumental EDU1231
Music-Vocal EDU1241
Physical and Health Education EDU1251
Science (General) EDU1301
Visual Arts EDU1011

Intermediate/Senior (I/S)

The C & I component of this concentration comprises two courses from those listed below.

NOTE: Candidates selecting Business Studies must choose two Business Studies courses. No other combination is acceptable.

Business Studies - Accounting EDU1340
Business Studies - Data Processing EDU1350
Business Studies - Information Management EDU1370
Business Studies - Marketing and Merchandising EDU1360
Classical Studies - Greek EDU1210
Classical Studies - Latin EDU1200
Computer Science EDU1040
Design and Technology EDU1170
Dramatic Arts EDU1070
Economics EDU1080

(continued on next page

English (First Language) EDU1100
Environmental Science EDU1380
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Geology EDU1130
History EDU1150
Individual and Society EDU1270
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Physical and Health Education EDU1250
Politics EDU1260
Religious Education EDU1280
Science (General) EDU1300
Visual Arts EDU1010

Foundations

Candidates must take **three** Foundation courses:

The required course **Teaching: Students, Schools and Systems EDU3161**, plus one from the area of Educational Psychology, and one from the area of Educational Policy and Foundation Studies. (See lists following)

Educational Psychology

Candidates must select **one** of the following courses:

Contemporary Issues in Educational Psychology EDU3260
Learning and Human Behaviour EDU3070
Teaching - An Interpersonal Process EDU3110
Understanding Children and Youth EDU3100
Individual Research Project (Educational Psychology) EDU3270

Educational Policy and Foundation Studies

Candidates must select **one** of the following courses:

Adult Education EDU3280
Authority and Freedom in School EDU3190
Cross-Cultural Education EDU3210
Developing a Personal Philosophy of Education EDU3140
Evaluation of Student Performance EDU3040
Foundations of Current Educational Thought EDU3165
Issues in International and Global Education EDU3131
Ontario Schools and Canadian Education EDU3202
Program Organization EDU3020
Progressive Education: Theory and Practice EDU3163
The School as a Professional Workplace EDU3164
Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162
Individual Research Project (Educational Policy and Foundation Studies) EDU3240

Practice Teaching

Practice Teaching EDU4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

The Elementary Education STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides candidates with opportunities to observe and work with associate teachers during weeks that are not part of practice teaching sessions. Depending on the program delivery option in which they are enrolled, candidates have one or two days of STEP each week. STEP days are forerunners to practice teaching sessions in that candidates are in a classroom for a series of STEP days preceding a practice teaching session in the same classroom.

Course Descriptions

Courses in the program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom EDU6100 (2.5 hours)

This course will address four different aspects of contemporary classrooms: classroom management, assessment and evaluation of student performance, school law in Ontario, and special education. Students will be introduced to: methods of establishing a positive learning environment; guidelines and suggestions for assessing student learning and achievement; the legal basis of education in Ontario; and special education, with particular reference to the needs of exceptional students.

Curriculum and Instruction

Business Studies

The Business Studies program includes study in the following areas: Accounting, Data Processing, Information Management and Marketing and Merchandising. Candidates must select any two of Accounting, Data Processing, Information Management, or Marketing and Merchandising.

Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

Accounting Intermediate/Senior EDU1340 (4 hours)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Innovative instructional techniques along with the application of lateral thinking skills to the teaching of accounting will be emphasized. Candidates will be given the opportunity to examine various computer packages.

Data Processing Intermediate/Senior EDU1350 (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

Information Management Intermediate/Senior EDU1370 (4 hours)
The development of innovative and effective techniques of teaching modern business communications and office procedures, with emphasis on keyboarding, information processing, notemaking and Business English. Proficiency in word processing must be demonstrated.

Marketing and Merchandising Intermediate/Senior EDU1360 (4 hours)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

Classical Studies

Greek Intermediate/Senior EDU1210 (4 hours) (Not offered in 1997/98)

This course may be taken only in conjunction with Latin EDU1200. For course content see Latin EDU1200.

Prerequisites: Two university courses (6 credits) in Greek.

Latin Intermediate/Senior EDU1200 (4 hours) (Not offered in 1997/98)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

Prerequisites: Two university courses (6 credits) in Latin.

Computer Science

Computer Science Intermediate/Senior EDU1040 (4 hours)

This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society. Facilities are provided for hands-on experience with microcomputers.

Prerequisites: Two post-secondary courses in computing, or approved field experience.

Design and Technology

Design and Technology EDU1171/1170 (7 hours) (Not offered in 1997/98)

The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable.

Dramatic Arts

Dramatic Arts Intermediate EDU1071 (2 hours) (Not offered in 1997/98)

Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU1070 (4 hours)

Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of development programs.

Prerequisites: Two university courses (6 credits) in Drama, or approved field experience.

Economics

Economics Intermediate/Senior EDU1080 (4 hours)

A series of interactive seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.

Prerequisites: Two university courses (6 credits) in Economics.

English (First Language)

English Intermediate EDU1101 (2 hours)

An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.

Prerequisites: Two university courses (6 credits) in English.

English Intermediate/Senior EDU1100 (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Media literacy, curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.

Prerequisites: Two university courses (6 credits) in English.

Environmental Science

Environmental Science Intermediate/ Senior EDU1380 (4 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.

Prerequisites: Three university courses (9 credits) in Science, Geography or Environmental Science, or approved field experience.

Family Studies

Family Studies Intermediate EDU1161 (2 hours) (Not offered in 1997/98)
An exploration of Family Studies concepts of significance to the young adolescent in the intermediate division. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.

Prerequisites: Three university courses (9 credits) in Family Studies.

Family Studies Intermediate/Senior EDU1160 (4 hours)
An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.

Prerequisites: Three university courses (9 credits) in Family Studies.

French (Second Language)

French Intermediate EDU1111 (3 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

French Intermediate/Senior EDU1110 (4 hours)
Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

Geography

Geography Intermediate EDU1441 (2 hours)
A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.

Prerequisites: Two university courses (6 credits) in Geography.

Geography Intermediate/Senior EDU1440 (4 hours)
Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and instructional techniques and procedures will be illustrated in studies of learning experiences.

Prerequisites: Two university courses (6 credits) in Geography.

Geology

Geology Intermediate/Senior EDU1130 (4 hours) (Not offered in 1997/98)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for earth sciences will be investigated.

Prerequisites: Two university courses (6 credits) in Geology.

History

History Intermediate EDU1151 (2 hours)
A series of lectures and seminars, using Ontario College of Teachers guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.

Prerequisites: Two university courses (6 credits) in History.

History Intermediate/Senior EDU1150 (4 hours)
Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.

Prerequisites: Two university courses (6 credits) in History.

Individual and Society

Individual and Society Intermediate/Senior EDU1270 (4 hours)
Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course Individual and Society. Topics such as teaching methods, evaluation techniques, and resource materials will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.

Prerequisites: Two university courses (6 credits) in Psychology, Sociology, or Anthropology.

International Languages

German Intermediate/Senior EDU1140 (4 hours) (Not offered in 1997/98)
This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in German and demonstrated proficiency in speaking and writing the language.

Italian Intermediate/Senior EDU1190 (4 hours)

This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the International Languages Program (Elementary) on secondary school curricula. The programs found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.

Prerequisites: Five university courses (15 credits) in Italian and demonstrated proficiency in speaking and writing the language.

Spanish Intermediate/Senior EDU1310 (4 hours)

A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in Spanish and demonstrated proficiency in speaking and writing the language.

Junior/Intermediate Education

Junior/Intermediate Education EDU1450 (8 hours)

This course deals with the content and teaching methods related to curricula in Grades 4 to 8 of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1450 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Mathematics

Mathematics Intermediate EDU1221 (2 hours)

A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ontario College of Teachers Intermediate Guidelines.

Prerequisites: Two university courses (6 credits) in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (4 hours)

A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ontario College of Teachers Guidelines.

Prerequisites: Two university courses (6 credits) in Mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, and problem solving.

Music

Candidates may select only **one** of the following: EDU1231, EDU1230, EDU1241 or EDU1240.

Music - Instrumental Intermediate EDU1231 (3 hours)

Approaches to music learning through instrumental and vocal performance, listening, analysis and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.

Prerequisites: Two university courses (6 credits) in Instrumental Music or demonstrated proficiency in brass, winds and strings.

Music - Instrumental Intermediate/Senior EDU1230 (4 hours)

Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for Intermediate/Senior ensembles; research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ontario College of Teachers guidelines.

Prerequisites: Two university courses (6 credits) in Instrumental Music or demonstrated proficiency in brass, winds and strings.

Music - Vocal Intermediate EDU1241 (3 hours)

An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.

Prerequisites: Two university courses (6 credits) in Music, or appropriate background.

Music - Vocal Intermediate/Senior EDU1240 (4 hours)

Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving; implementation of different teaching styles; and the design of units reflecting the aims and objectives in the Ontario College of Teachers guidelines.

Prerequisites: Two university courses (6 credits) in Music, or appropriate background.

Physical and Health Education

Physical and Health Education Intermediate EDU1251 (3 hours)

An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

Physical and Health Education Intermediate/Senior EDU1250 (3 hours)

The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.

Prerequisites: Two university courses (6 credits) in Physical and Health Education. Consideration will be given to equivalent field experience.

Politics

Politics Intermediate/Senior EDU1260 (4 hours)

Lectures, seminars, and demonstrations on the following topics: political science (politics) as a discipline and its place in the secondary schools; the government of Canada - machinery, process, performance, and participation; principles of course construction - group preparation and presentation of representative units selected from the Ontario College of Teachers guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.

Prerequisites: Two university courses (6 credits) in Political Science.

Primary/Junior Education

Primary/Junior Education EDU1420 (10 hours)

This course deals with the content and teaching methods related to curricula in the primary and the junior divisions (junior kindergarten to grade 6) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical education, science, social studies, and integrated studies. Everyone enrolled in EDU1420 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Religious Education EDU1280 (4 hours)

Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education.

Prerequisites: Five university courses (15 credits) in Theology or Religious Studies.

Science (General)

Science Intermediate EDU1301 (2 hours)

This course is designed to prepare teachers of science in the intermediate division (grades 7-10). It explores the teaching of selected units from the science guideline of the Ontario College of Teachers through workshops, lectures, and laboratory activities. Attention is paid to the skills of lesson planning, laboratory techniques, classroom management, questioning, cooperative small group learning, inquiry, evaluation, and to matching skills, content and strategies to student characteristics. Consideration will also be given to aims and objectives, selecting appropriate resources, multi-level classes, safety, and the maintenance and use of science equipment. During the course, candidates are exposed to science methods and content from grades 7-10.

Prerequisites: Three university courses (9 credits) in Science.

Science Intermediate/Senior EDU1300 (4 hours)

Designed to prepare teachers of biology, chemistry and physics in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ontario College of Teachers science guidelines, the skills of lesson planning, classroom management in a lab setting, and practical teaching strategies such as questioning and cooperative small group learning. Procedures for matching content, strategies and methods of evaluation to student characteristics are discussed. Candidates participate in small group discussions, workshops and laboratory activities. During the course, candidates are exposed to science methods and content from grade 7-12.

Prerequisites: Five university courses (15 credits) in Science.

Visual Arts

Visual Arts Intermediate EDU1011 (3 hours)

Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two and three-dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.

Prerequisites: Two university courses (6 credits) in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (4 hours)

Three major areas of study: history, philosophy and current practice of art education: instruction and practice in two and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.

Prerequisites: Two university courses (6 credits) in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Foundations

Each Foundation course is 2 hours per week if conducted over the entire academic year, or 4 hours per week if conducted in either the Fall or Spring term.

Educational Psychology

Contemporary Issues in Educational Psychology EDU3260 (Not offered in 1997/98)

This course is designed for students with a background in psychology. A wide range of recent trends in educational psychology will be examined critically. Exact topics to be considered will be determined in part by student interests and in part by instructor interest and expertise. Some possible topics are: intelligence, compensatory education, improving instruction, teaching thinking, direct instruction, mastery learning, learning styles, competency testing, criterion-referenced measurement, teacher expectancies, motivation, discipline. This is a seminar course aimed at the intensive examination of current educational issues from a scholarly psychological perspective.

Learning and Human Behaviour EDU3070

The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Teaching - An Interpersonal Process EDU3110

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Understanding Children and Youth EDU3100

Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Individual Research Project (Educational Psychology) EDU3270

A student with a background in psychology who wishes to engage in a field based research project must obtain the approval of the Secondary Program Coordinator prior to enrolling in this course. Assistance and guidance will be given during the course in selecting a project, in planning the study and in preparing the final report. The student, in addition, may be assigned to work with a mentor, if appropriate and acceptable.

Educational Policy and Foundation Studies

Adult Education EDU3280

A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Authority and Freedom in School EDU3190

Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby confront one with the moral dimension of the school.

Cross-Cultural Education EDU3210

The course will focus upon how human rights and multicultural issues, including anti-racism, are related to teaching and learning. Among the topics that will be covered are - Ontario's multicultural policy and anti-racism strategies, school board policies, human rights education, establishing a positive learning environment, gender and class, parental and community involvement, immigrant students, English as a Second Language, and heritage language teaching.

Developing a Personal Philosophy of Education EDU3140

A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

Evaluation of Student Performance EDU3040 (Not offered in 1997/98)

A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and making of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

Foundations of Current Educational Thought EDU3165

A study of current issues related to schools and schooling. Topics may include sociocultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and other significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

Issues in International and Global Education EDU3131

A study of issues that affect schooling from an international perspective. The way in which global concerns such as ideology, human rights, literacy, ethnic and religious pluralism, wealth and technology, teacher roles and the social environment are related to schooling, student development, and curriculum policy and programs will be examined. An effort will be made to relate these issues to those currently being discussed in the context of Canadian education.

Ontario Schools and Canadian Education EDU3202

A critical examination of the major social, cultural, political, and economic issues that have affected the development of education in Ontario and Canada. These have shaped elementary and secondary schooling, teaching as a profession, public participation, funding, provisions for religious and ethnic diversity, and student participation including compulsory education and attendance. The course will also deal with such issues as the changing roles of teachers and students, curricular development and more general issues such as progressive education, education and employment, and changing concepts of the family and childhood and adolescence.

Program Organization EDU3020

An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

Progressive Education: Theory and Practice EDU3163 (Not offered in 1997/98)

The impact of the Progressive Education school of thought in North America has had a profound affect upon educational theory and educational practices. Students will explore precursors of modern progressive education, how progressive education theory and practice evolved, John Dewey as a leading exponent and thinker, the child study movement, psychology as the science of education, child centred education, and free schooling. Students will examine the impact of progressive thought on public education and educators and the schools of Ontario - on organization, methodology, curricula, and student participation.

The School as a Professional Workplace EDU3164

This course provides a perspective on teachers as professionals in the workplace and on workplace organization as it influences teachers as professionals. The course will explore different orientations to teacher professionalism and development and will centre around workplace characteristics and professional issues that support or constrain teachers' development as, for example, subject-matter specialists, skillful practitioners, users and producers of knowledge, reflective learners, and as participating members of society. The course prepares prospective teachers to understand and consider the factors that support quality teaching in daily practice and satisfaction in a long-term career.

Teaching: Students, Schools, and Systems EDU3161

NOTE: This is a required course for all students.

The knowledge, skills, and values explored in this core course are some of the basics requisite to understanding and working within the Ontario and Canadian context. Students will explore the goals or aims of schooling, structure and administrative patterns, and the foundations of curricula. Students will also examine the politics of education, for example, education and citizenship and the relationships among education, technology, and the world of work. With reference to the socio-cultural context of learning and teaching we will explore in particular multicultural or ethnic and racial issues that affect people and classrooms. Teaching and schooling will also be examined in relationship to the ethical values in society and the ethics of the teaching profession.

Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162

The focus of this course is on teachers' stories and on the reading, the writing and the telling of those stories. Stories of teaching and of teachers will be used to explore the interrelationship between the personal and the professional in teachers' lives and to understand the multi-faceted, richly textured nature of life as it is lived in classrooms and in schools.
Narrative is understood as both a vehicle for professional development and a structure for understanding teachers' and students' lives, classroom situations, schools and systems.

Individual Research Project (Educational Policy and Foundation Studies) EDU3240

A student with appropriate background who wishes to engage in an individual research project must obtain approval of the Secondary Program Coordinator prior to enrolling in this course. A written proposal providing rationale, topic, method and research experience must be submitted for consideration during registration week. Supervision will be provided throughout the duration of an approved project.

Practice Teaching

Practice Teaching EDU4010

Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the OISE/UT staff. A candidate absent from scheduled assignments will be required to do a make-up session immediately following the completion of the final examination period.

Assignments are made in the jurisdictions with which OISE/UT has made formal arrangements.

Locations of Practice Teaching Assignments

School Boards

Dufferin-Peel R.C.S.S.
Durham
Durham Region R.C.S.S.
East York
Etobicoke
Halton
Halton R.C.S.S.
Hamilton
Hamilton-
  Wentworth R.C.S.S.
Metropolitan {Toronto} S.S.
North York
Peel
Scarborough
Simcoe
Toronto
Wentworth
York (City)
York Region
York Region R.C.S.S.

Other Locations
(Intermediate/Senior students only)

Art Gallery of Ontario
McMichael Gallery
Metropolitan Toronto and Region
  Conservation Authority
University of Toronto Schools

Bachelor of Education and Diploma in Technical Education/ Ontario Teacher's Certificate of Qualification Program

• Technological Studies

Ontario Teacher's Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualification (O.T.C. of Q.). This qualifies the holder to teach technological subjects in the Intermediate and Senior divisions of Ontario schools.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario Teacher's Certificate of Qualification, with qualifications in Technological Studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who submit to the Registrar, proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1975 are eligible for the Bachelor of Education degree.

Admission Requirements

Applicants must meet all four of the following admission requirements:

1. Secondary school graduation, or its equivalent as determined by the Ministry of Education and Training.
2. An acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 58 - 59).
3. One of:
   - five years of wage-earning business or industrial experience in an approved area of Technological Studies (see page 37),

OR

- a combination of post-grade 12 education related to the relevant area or areas of Technological Studies, and business or industrial experience totaling at least five years. The latter must include at least two years of wage-earning experience in the selected areas of Technological Studies, of which no fewer than sixteen months must have been spent in continuous employment

OR

- at least 3700 hours of wage-earning experience and successful completion of a post-secondary education program related to the area of technological study. This wage-earning experience need not be continuous employment.

4. Competence in one area of Technological Studies at both the basic and related advanced level. Please refer to the list of subjects and codes on page 37.

Technical Proficiency Examination (TPE)

Competency will be determined by a Technical Proficiency Examination (TPE). Candidates will be tested on the fundamental principles, operations, processes and skills of the area of Technological Studies in which certification is sought.

However, candidates who hold one of the qualifications listed below may request that the TPE requirement be waived. The TPE Coordinator will provide further information during the first month of the program.

- a Ministry of Education and Training (formerly Skills and Development) Trade Certificate of Qualification (C of Q) accompanied by the details of the examination showing at least 70% (B) standing in the area of Technological Studies for which certification is sought.

- a degree or a three-year diploma, supported by an official transcript, from a university, Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture, School of Nursing or the Ontario College of Art, showing proof of concentrated study (a minimum of 5 full courses) in the area of Technological Studies for which certification is sought.

Documentation

Each applicant must submit the following:

- an official transcript of all school, diploma or degree credit courses completed to date of application.

- official transcripts from secondary school, a College of Applied Arts and Technology and/or Universities where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted.

- a completed Technological Studies Information Folder.

- documented proof of wage-earning experience.

- a Trade Certificate of Qualification where applicable. This must be accompanied by details of the examination showing final mark.

- evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 58 - 59).

- a completed OISE/UT preservice teacher education Applicant Profile and non-refundable service fee.

- a photocopy of a Canadian birth certificate or , in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.

- a photocopy of a certificate of change of name, where applicable.

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation. Educational documents from other Provinces or Countries must be translated to Ontario equivalents by the Ontario College of Teachers.

- Applicants who receive an offer of admission to the OISE/UT preservice teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) before registration.

Applications and Further Information
Application forms and full instructions for applying may be obtained from the address below. Forms are also available on request from most Ontario University placement offices, normally beginning in September of the year prior to registration.

OISE/UT
Office of the Registrar
Preservice Teacher Education Programs
Admissions Unit, Room 132A
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-5988
FAX: (416) 971-2775
E-mail:
preservice_admis@tednet.oise.utoronto.ca

Spring Program (Not offered in 1997/98)
This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years. On successful completion of the initial session, a candidate may be granted by the Ontario College of Teachers, a Provisional Letter of Standing valid for one year.

To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of OISE/UT. On successful completion of the final session, the candidate may be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualification or, if he or she has permanent resident status, a Temporary Letter of Standing. Successful candidates will also be awarded either the Bachelor of Education Degree or the Diploma in Technical Education.

THE MEGA 2000 WORK STATION
TESTING THE PROTOTYPE

Communications

- Art (2)
- Communications Technology (4)
- Computer Electronics (2)
- Drafting Comprehensive
- Electronics (2)
- Graphic Communications (1)
- Music (2)
- Photography (2)

Construction

- Architectural Drafting and Design
- Construction Services
- Construction Technology (4)
- Electricity (1)
- Environmental Control (1)
- Plumbing (1)
- Sheet Metal (1)
- Trowel Trades (1)
- Woodworking (1)

Manufacturing

- Control Systems (2)
- Engineering Drafting and Design
- Foundry and Moulding Practice (1)
- Industrial Electrics (4)
- Manufacturing Technology (4)
- Metal Fabrication (1)
- Precision Machining (1)

Services

- Appliance Repair
- Cosmetology (1)
- Culinary Arts (3)
- Horticulture (2)
- Hospitality (2)
- Natural Resource Management (2)
- Personal Care (2)
- Services Technology (4)
- Textile Maintenance (1)
- Textiles & Clothing
- Upholstery

Transportation

- Agricultural Equipment (1)
- Aircraft (2)
- Auto Body (1)
- Automotive (1)
- Small Powered Equipment (1)
- Transportation Technology (4)

Explanation of Codes

NOTE: Candidates who are required to submit a Trade Certificate of Qualification must also submit details of the examination showing final mark.

1 - Requires a current Ministry of Education and Training Trade Certificate of Qualification (C of Q).

2 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute, College of Applied Arts and Technology, School of Horticulture or School of Nursing.

3 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or a current Ministry of Education and Training Trade Certificate of Qualification (C of Q).

4 - Requires a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology, or one Ministry of Education and Training Trade Certificate of Qualification (C of Q) within the cluster, or three Additional Basic Qualifications (ABQ's) within the cluster.

Program of Study

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

Course Descriptions

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom
EDU6100 (2.5 hours)

This course will address four different aspects of contemporary classrooms: classroom management, assessment and evaluation of student performance, school law in Ontario, and special education. Students will be introduced to: methods of establishing a positive learning environment; guidelines and suggestions for assessing student learning and achievement; the legal basis of education in Ontario; and special education, with particular reference to the needs of exceptional students.

Curriculum and Instruction

Principles and Methods of Teaching Technological Studies ETS1010 (4 hours)

This course is an introduction to pedagogical theory and practice appropriate to technological studies programs. Instruction and practice will be given in writing learning outcomes, planning learning activities, managing the classroom, and testing and evaluating the outcomes of instruction. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations and group assignments. Out of this practice, students will be able to synthesize a personal philosophy of Technological Studies education.

Curriculum Development for Technological Studies ETS1040 (4 hours)

This course is an introduction to the theory and practice of curriculum planning in a technological context. The course will pay particular attention to definitions of technology and curriculum, and a comparison of models of technology education. The theoretical aspects of the course will be applied to the development of a course of study, unit plans and resource materials which are sensitive to a variety of student learning styles, teaching approaches and evaluation procedures.

Foundations

Candidates must take three Foundation courses. Two required courses - Design Education for Technological Studies ETS3000, and History and Philosophy of Technological Studies ETS3070 - **plus** one from the area of Educational Psychology.

Design Education for Technological Studies ETS3000 (2 hours)

The emphasis of this course is on providing the candidate with a thorough introduction to design processes; that is, the particular form of practical problem-solving which lies at the heart of all technological activity. The philosophy and the theoretical principles which underlie design education will be examined. Using a variety of contexts as starting points, candidates will apply concepts and principles in the development of activities and materials appropriate to a range of learning outcomes in technological education.

History and Philosophy of Technological Studies ETS3070 (2 hours)

A course designed to acquaint the student with the historical development of education and its underlying philosophical concepts. Topics are selected to show the vocational aspects of educational developments from the ancient world to the present, and to reflect the theories advanced by Plato, Comenius, Rousseau, Locke, Pestalozzi, Fellenberg, Della Vos, Seath, Dewey, Whitehead, and others. Their influence on current vocational practice will be stressed, to provide a broader perspective of the various facets of general educational practice.

Educational Psychology

Candidates must select **one** of the following courses:

- Learning and Human Behaviour EDU3070
- Understanding Children and Youth EDU3100
- Teaching-An Interpersonal Process EDU3110

Learning and Human Behaviour EDU3070 (2 hours)

The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Understanding Children and Youth EDU3100 (2 hours)

Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Teaching - An Interpersonal Process EDU3110 (2 hours)

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Practice Teaching

Practice Teaching ETS4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the OISE/UT staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Institute of Child Study (ICS)

- **Master of Arts in Child Study and Education**
- **Diploma in Child Study (year two only)**

The Institute of Child Study (ICS) is a center of professional training in Childhood Education. Its program in elementary teaching education is regarded as a leader in the field. The program, leading to the M.A. in Child Study and Education, accommodates approximately 80 students. The I.C.S. Laboratory School, for children from 3 to 12 years, and its Infant Center serve as resources for students in the teacher education program, and are also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study -- the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centers. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the Laboratory School and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

Although graduate study in Psychology had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years. In 1996/97 the program became the Master of Arts in Child Study and Education.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in practice. In 1971 the Institute became a constituent of the Faculty of Education, bringing together, psychological and educational issues in the study of children. In July 1996, it became a center of the Department of Human Development and Applied Psychology of the Ontario Institute for Studies in Education of the University of Toronto.

The OISE/UT Institute of Child Study offers a unique research-based teacher education Master of Arts program.

One-Year Program

This program is offered to candidates who hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education. It is intended to prepare candidates for excellent elementary teaching while continuing an academic-inquiry oriented approach to children and learning. The program will also provide a good preparation for candidates who might be seriously interested in pursuing further graduate study. On successful completion of this program, candidates will be awarded the Master of Arts in Child Study and Education degree.

One-Year Program Admission Requirements

In addition to the admission requirements stated below for the two-year program, candidates to the one-year M.A. in Child Study and Education must also hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education.

One-Year Program of Study

Candidates will be required to complete the following two courses plus six half-course electives for a total of eight half-courses.

EDT2211H	Theory and Curriculum I: Language and Literature
EDT2212H	Theory and Curriculum II: Mathematics and Science, Children's Epistemologies

For students who are interested in further graduate study, it is highly recommended that they arrange electives to include:

1 course in Research Design and Measurement
1 course in Statistics
A Qualifying Research Project (QRP) including empirical field work

Two-Year Program

On successful completion of the two-year program, candidates will be awarded the M.A. in Child Study and Education by the University of Toronto.

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers and who meet all requirements of the program, are recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualification (O.T.C. of Q.). This qualifies the holder to teach in the Primary and Junior divisions of Ontario schools. Graduating candidates may also be recommended for additional certification as outlined on the next page.

Two-Year Program Admission Requirements

Applicants must hold an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university. High academic standing is required, equivalent to a University of Toronto mid-B or better, normally demonstrated by the average grade in the final year or over senior courses. In addition, candidates are expected to have had experience working with groups of children, preferably in responsible positions.

Two-Year Program of Study

All candidates must successfully complete 16 half courses, including all required courses and practica. In addition, all candidates must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

All graduates are recommended for the Ontario Teacher's Certificate of Qualification and for Part 1 of the three session qualification in Primary Education. Graduates who have passed the elective course, EDT4280H Introduction to Special Education and Adaptive Instruction, will also be recommended for Part 1 (core 1 and core 2) of the three session qualification in Special Education.

Concentrations

Two concentrations are offered:
- Primary Education
- Special Education.

Concentration in Primary Education

Candidates wishing to be eligible for Part 2 of the three-session Primary Education qualification will complete 6-week first year placements in kindergarten/early childhood, grade 1-3, and grade 4-6 placement settings, and at least one other 6-week placement during their first year of study. They will complete a second year internship in an elementary classroom in their second year of study. Candidates completing this program will be eligible for Part 2 after one year's successful teaching experience as attested to by the appropriate supervisory officer.

Concentration in Special Education

Candidates wishing to be eligible for Part 2 of the three-session Special Education program will complete at least one 6-week, first year placement in a special education setting in addition to 6-week placements in kindergarten/early childhood, grade 1-3, and grade 4-6 placements. They will complete a two-part, second year internship in integrated and withdrawal special education settings. In addition, candidates will elect course 1285, Learning Disabilities, and a second approved special education elective course in their second year program. Candidates completing this program will be eligible for Part 2 after one year's successful teaching experience as attested to by the appropriate supervisory officer. Certificates will be endorsed for Learning Disabilities, and the second area elected by the student following Ontario College of Teachers guidelines.

First Year

EDT2200H	Child Study: Observation, Evaluation and Reporting
EDT2201Y	Childhood Education Seminar I
EDT2210H	Introduction to Curriculum
EDT2220Y	Teaching Practicum

Two first-year half-course electives: Students without previous university coursework in child development are required to take course EDT1201, Child and Adolescent Psychology. (Note concentration requirements.)

Second Year

EDT2202H	Childhood Education Seminar II: Advanced Teaching
EDT2211H	Theory and Curriculum I: Language and Literacy
EDT2212H	Theory and Curriculum II: Math and Science, Children's Epistemologies
EDT2221H	Advanced Teaching Practicum I
EDT2222H	Advanced Teaching Practicum II
EDT2230H	Designing Educational Programs.

Two second-year half-course electives: (Note concentration requirements.)

Electives List

(Note, some courses listed are required or relevant for students in some concentrations. In addition, students may elect other Master's level courses at OISE/UT, and elsewhere in the University of Toronto, with permission of advisor.)

EDT1201H	Child and Adolescent Psychology
EDT1224H	Atypical Development of Human Relationships in Early Childhood
EDT1237H	Cognitive Development and Instruction
EDT1238H	Special Topics): Self-Regulation in Educational Contexts
EDT1259H	Child and Family Relationships: Implications for Education
EDT1270H	Children's Theory of Mind
EDT1272H	Play and Education
EDT1281H	Psychology and Education of Children and Adults with Developmental Handicaps
EDT1284H	Psychology and Education of Children and Adolescents with Behaviour Disorders
EDT1285H	Psychology and Education of Children with Learning Disabilities
EDT2252H	Individual Reading and Research in Human Development and Applied Psychology: Master's Level
EDT4280H	Introduction to Special Education and Adaptive Instruction
EDT4283H	Psychology and Education of Gifted Children and Adolescents
JPX1001Y	Parenting: Multidisciplinary Perspectives

Application Procedure

Application forms should be submitted as early as possible during the academic year preceding enrolment. Enrolment is limited. An interview is required, unless distance makes this impossible, in which case a telephone interview will be arranged.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to the date of application.

- an official statement of additional academic or vocational courses, if applicable.

- two references, one from a university instructor with whom the applicant has studied; the other from a referee who is familiar with the applicant's professional work and promise.

- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name where applicable.

- satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Documentation in a language other than English or French must be accompanied by an official translation.

Requests for further information should be addressed to:

The Program Secretary
OISE/UT
Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone (416) 978-3457
FAX (416) 978-6485
E-mail: anne_radford@tednet.oise.utoronto.ca

Application forms may be obtained from the address below:

OISE/UT, Office of the Registrar
Graduate Studies Unit
252 Bloor Street West
Toronto, Ontario, Canada, M5S 1V6
Telephone: (416) 923-6641, Ext. 2663 or 2664
TTD: (416) 926-4760
FAX: (Grad. Studies) (416) 323-9964
FAX: (416) 926-4725
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca

Course Descriptions

Required Courses

Note: The following courses are normally open to students in the M.A. in Child Study and Education program only.

EDT2200H Child Study
(Observation, Evaluation & Reporting)
A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the practitioner as critical inquirer will be emphasized.
C. Corter and Staff

EDT2201Y Childhood Education Seminar I
A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements.
J. Hardacre and Staff

EDT2202H Childhood Education Seminar II (Advanced Teaching)
This seminar will provide for discussion of topics and issues that emerge during students' internships (Advanced Teaching Practicums I & II).
R. Volpe and Staff

EDT2210H Introduction to Curriculum
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education, and visual arts), communications, mathematics, and science.
Staff

EDT2211H Theory & Curriculum I: (Language and Literacy)
A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical consideration of children's linguistic development from infancy onwards, and of the differences between oral and written language.
J. W. Astington and Staff

EDT2212H Theory and Curriculum II: (Math and Science, Children's Epistemologies)

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of science and mathematics. The practical issues are informed by theoretical consideration of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
R. Case and Staff

EDT2220Y Teaching practicum

Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of a mentor teacher on site and an academic staff member at the Institute of Child Study. Practicum I and II each provide 144 hours of practicum experience in 2, six week, half day blocks.
J. Hardacre and Staff

EDT2221H Advanced Teaching Practicum I

Second year Childhood Education students carry out two internship placements in the same setting, each lasting 7 weeks. Internships may be in classes from preschool though grade six. Through these internships students consolidate teaching skills under the supervision of a mentor teacher on site and a staff member from the Institute of Child Study. Each internship provides a total of 168 practicum hours.
Staff

EDT2222H Advanced Teaching Practicum II

Description as for 2221.
Staff

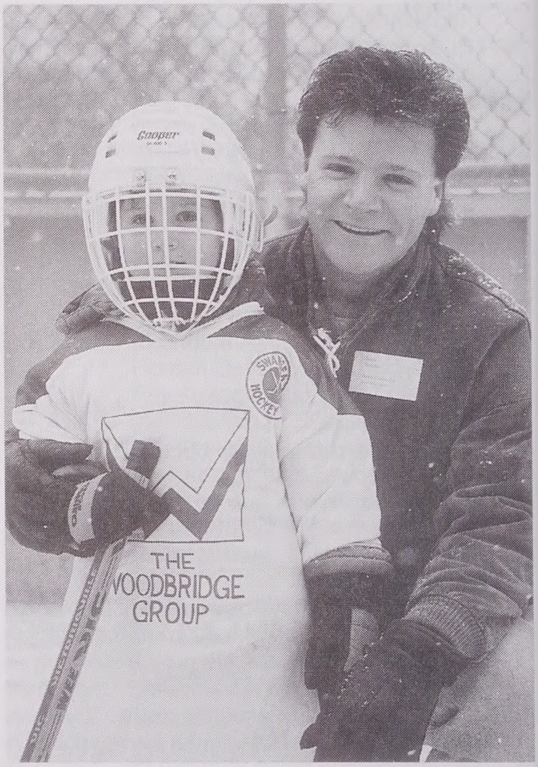
EDT2230H Designing Educational Programs

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
A. Biemiller and Staff

Electives

For descriptions of elective courses, see OISE/UT Graduate Studies in Education Bulletin available from:

OISE/UT, Office of the Registrar
Graduate Studies Unit
252 Bloor Street West
Toronto, Ontario, Canada, M5S 1V6
Telephone: (416) 923-6641, Ext. 2663 or 2664
TTD: (416) 926-4760
FAX: (Grad. Studies) (416) 323-9964
FAX: (416) 926-4725
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca



NOTE: In 1996/97 the Diploma in Child Study program became the Master of Arts program in Child Study and Education. The following information outlines the second year of the final session of the Diploma program.

On successful completion of the two-year program, students are awarded the Diploma in Child Study by the University of Toronto.

Students who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as a teacher and who meet all requirements of the program, are recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualification. This qualifies the holder to teach in the Primary and Junior divisions of Ontario schools. Graduating candidates may also be recommended for additional certification as outlined below.

Two concentrations are offered, Primary Education and Special Education. All candidates must successfully complete ten full courses, including all required courses. In addition, all candidates wishing to be recommended for the Ontario Teacher's Certificate of Qualification must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is dependent upon successful completion of all first-year work.

Candidates wishing to be recommended for Part 1 of the three-session qualification in Primary Education and Part 1 (Core 1 and Core 2) of the three-session qualification in Special Education must complete all required courses and elect ICS4070, Teaching Exceptional children.

Candidates wishing to be eligible for Part 2 of the three-session Primary Education program will complete one 6-week, first year placement in kindergarten/early childhood settings, and grade 1-3 settings as well as a grade 4-6 placement and at least one other 6-week placement, and a second year internship in an elementary classroom. They will elect ICS4074 (Psychology and Pedagogy of Reading), ICS4078 (Play, a Medium for Learning), or an equivalent approved course in their second year program. Candidates completing this program will be eligible for Part 2 after one year's successful teaching experience as attested by the appropriate supervisory officer.

Candidates wishing to be eligible for Part 2 of the three-session Special Education program will complete at least one 6-week, first year placement in a special education setting in addition to 6-week placements in kindergarten/early childhood, grade 1-3, and grade 4-6 placements. They will complete a two-part, second year internship in integrated and withdrawal special education settings. In addition, candidates will elect ICS4071 (Learning Disabilities), or an equivalent approved course in their second year program. Certificates will be endorsed for Learning Disabilities (if this course is taken), and a second area to be completed by electing an approved HDAP course in a special education field (e.g., EDT1281, EDT4283). Candidates completing this program will be eligible for Part 2 after one year's successful teaching experience as attested by the appropriate supervisory officer.

Further Information

Program and course descriptions appear on the pages which follow. Requests for further details should be addressed to:

OISE/UT
Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone (416) 978-3457
FAX (416) 978-6485

Program of Study

Second Year

Socialization, Social Development, and Family Life ICS2210
Designing Educational Programs (half course) ICS2230
Advanced Teaching Practicum ICS2231
Advanced Teaching Practicum Seminar (half course) ICS2232

Four half-course electives or equivalent: See List of Electives on the next page. One of these must be a curriculum elective (EDT1272, EDT1285, ICS4070 or ICS4074)

List of Electives

Psychological Foundations of Early Education (half course) EDT1211
Play and Education (half course) EDT1272
Psychology and Education of Children and Adults with Developmental Handicaps (half course) EDT1281
Psychology and Education of Children with Learning Disabilities (half course) EDT1285
Psychology and Education of Gifted Children and Adolescents (half course) EDT4283
Independent Study ICS4062
Independent Study (half course) ICS4063
Independent Study (half course) ICS4064
Teaching Exceptional Children ICS4070
The Psychology and Pedagogy of Reading (half course) ICS4074
Special Topics in Child Study (half course) ICS4081
Special Topics in Child Study (half course) ICS4082
Other OISE/UT Graduate education courses (with permission of advisor)

Course Descriptions (year two only)

Psychological Foundations of Early Education (half course) EDT1211

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children of 4 to 7 years, and to analyse the issues associated with the different resulting educational perspectives. The historical-theoretical roots of early education and associated views of the learner, research related to current issues, and selected features of current practice will be explored.

Play and Education (half course) EDT1272

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.

Psychology and Education of Children and Adults with Developmental Handicaps (half course) EDT1281

The identification and etiology of developmental delay and the intellectual/social development of developmentally delayed people. Issues of inclusion and segregation; curriculum-based, computer-assisted instructional procedures; programs for parents and adults.

Psychology and Education of Children with Learning Disabilities (half course) EDT1285

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.

Psychology and Education of Gifted Children and Adolescents (half course) EDT4283

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.

Socialization, Social Development, and Family Life ICS2210

An introduction to the study of interpersonal and family relations. Socialization processes in the family, school, and community will be related to the way group experiences can be used to foster social development and competence.

Designing Educational Programs (half course) ICS2230

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

Advanced Teaching Practicum ICS2231

Second year Childhood Education students carry out an internship for an entire term in one setting (which may be preschool through grade six) in which they consolidate teaching skills under the supportive supervision of a mentor teacher.

Advanced Teaching Practicum Seminar (half course) ICS2232

This seminar will provide for discussion of topics and issues which emerge in student internships. (Must be taken in conjunction with ICS2231)

Independent Study ICS4062

Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Independent Study (half course) ICS4063/ICS4064

Students may undertake specialized reading, research, or skill training, under the guidance of faculty members whose current projects provide opportunities for students to participate in various aspects of research and program development. Students with similar interests may be brought together in discussion groups.

Teaching Exceptional Children ICS4070

This course offers an introduction to and overview of the characteristics of exceptional children as well as an overview of policies and practices in special education. Particular emphasis is given to methods of understanding and assisting children identified as exceptional. Students will be helped to develop confidence in assessing children with special needs and in gathering information about them. Case studies and practicum experience will be used to prepare modified instructional programs to address exceptionalities in learning and behaviour.

The course fulfills the Ontario College of Teachers requirements for Core 1 and Core 2 of the Additional Qualification, Special Education 1.

The Psychology and Pedagogy of Reading (half course) ICS4074

This course will examine the reading process from four perspectives: how individuals learn to read; some of the factors that affect the ability to read; and how these factors can be modified to improve reading ability; how contemporary practice in reading pedagogy and in assessment connects to reading theory; and how an understanding of the reading process can enrich practice in the teaching and assessment of reading. The principal objective of the course is to help students become informed practitioners in the teaching and assessment of reading and to develop a long-term interest in developments in the field.

Special Topics in Child Study (half course) ICS4081/ICS4082

A course designed to permit the study, in a formal classroom setting, of a specific area of child study not already covered in the courses listed for the current year. Topics will be announced in registration materials mailed out during the summer.

Library Fees and Fines

Tuition Fees

Administrative User Fees

The University reserves the right to alter fees and other charges described herein. Please refer to the Fees Schedule for full details on Tuition Fees and Fees Refunds.

1. The minimum first payment for the preservice teacher education program, and outstanding payments for any previous session at the University of Toronto, must be made prior to registration in September or you may not be allowed to register. Students who have applied for OSAP assistance prior to May 31, 1997, and cannot pay the required fees before receiving their OSAP funds, may obtain a temporary deferment of fees.
2. The total fee for the session is assessed to your account at registration. If you have not paid the total amount of fees owing, service charges will be assessed as follows: all outstanding balances, regardless of source of payment, or when the course or program is held, are subject to a service charge of 1.5% per month compounded, first assessed on October 15th and on the 15th of each month thereafter (regardless of the day of the week on which the 15th falls) until paid in full.
3. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. Notification of withdrawal must be made in writing to the Registrar.
4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term.

Library Fees and Fines (1997/98)	**$**
Lost book	75.00
Lost bound serial	125.00
Lost unbound serial	75.00
Lost audiovisual item	Replacement cost plus processing fee
Damaged item	25.00
Overdue fines	
• Regular loans (per day, per item)	.50
• Reserve/Library use items (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Recall (per day, per item)	2.00

Tuition Fees (1996/97)

Bachelor of Education and Diploma in Technical Education

Full-time Student Fees	$
Academic fee	
Domestic students	3,173.00
International students	11,000.00
+Non-academic incidental fees	
Domestic students	560.02
International students	560.02
University Health Insurance Program	
Domestic students	-----
International students	546.39
Total fee payable	
Domestic students	3,733.02
International students	12,106.41
Minimum first payment	
Domestic students	2,464.00
International students	7,706.00
Part-time Student Fees	
Academic fee per course	
Domestic students	634.60
International students	2,200.00
+Non-academic incidental fees	
Domestic students	179.69
International students	179.69
University Health Insurance Program	
Domestic students	-----
International students	546.39

+ Payable once per session

Tuition Fees (1996/97)

Diploma in Child Study

(for M.A. fees, see Graduate Fees Schedule)

Full-time Student Fees	$
Academic fee	
Domestic students	3,186.00
International students	11,000.00
+Non-academic incidental fees	
Domestic students	560.02
International students	560.02
University Health Insurance Program	
Domestic students	-----
International students	546.39
Total fee payable	
Domestic students	3,746.02
International students	12,106.41
Minimum first payment	
Domestic students	2,472.00
International students	7,706.00
Part-time Student Fees	
Academic fee per course	
Domestic students	637.20
International students	2,200.00
+Non-academic incidental fees	
Domestic students	179.69
International students	179.69
University Health Insurance Program	
Domestic students	-----
International students	546.39

+ Payable once per session

Administrative User Fees (1997/98)

Application fee	70.00
Late registration fee (plus $5.00 per day)	43.00
Re-registration	24.00
Re-instatement	60.00
Official transcripts	6.00
Copy of record	13.00
Duplicate tax receipts	3.00
Letters/Forms of Confirmation	6.00
Advanced Standing Evaluations	57.00
Supplemental examinations (per course)	70.00
Replacement of student card without photo	3.00
Replacement of Calendar	4.00
Calendar for persons not registered in OISE/UT	4.00
Petition to re-read examination *	35.00
Petition to recalculate grade *	13.00
Final marks (replacement copy)	13.00

* (refundable if the grade is changed in the student's favour)

Financial Assistance

Government Financial Aid Full-Time Students

The Ontario Student Assistance Program (OSAP) is available to Ontario residents who are Canadian citizens or permanent residents, to assist with educational and living expenses. OSAP loans are interest-free and non-repayable while the student remains enroled in full-time studies. The Loan Forgiveness Program provides partial forgiveness of loans at graduation for students who have incurred large debt loads.

Information concerning the eligibility and assessment criteria may be obtained from:

Admissions and Awards
214 College Street
University of Toronto
Toronto, Ontario M5S 1A3
Telephone: (416) 978-2190.

Application forms are available from OISE/UT and Admissions and Awards. It is strongly recommended that students apply for OSAP assistance prior to May 31.

Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

University of Toronto Work-Study Plan

This program is funded by the University and the Ministry of Education and Training and provides on-campus part-time employment to students with financial need in second year or higher. Eligibility information and applications are available from Admissions and Awards.

Ontario Bursary for Students with Disabilities

Non-repayable assistance of up to $2,000 is available for full-time and part-time OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards.

Part-Time Students

Part-time students may also qualify for OSAP assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has established a loan program for part-time students. Unlike OSAP loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational expenses such as tuition, books, and transportation. Further information and application forms may be obtained from Admissions and Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government offers summer course bursaries for second-language teachers. This program is administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Education and Training, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Faculty Council of OISE/UT Offers bursaries ranging in value from $200 - $1000 to students registered in the preservice teacher education program who demonstrate financial need. Applications must be submitted to OISE/UT Student Services Office before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance. The majority of funds available through this bursary program are allocated to OISE/UT from the University of Toronto Undergraduate Bursary program.

M. Penelope Carter Award

This award was established by a bequest from the late Miriam Penelope Carter.

One award, to the value of the annual income of the endowment, will be granted by the OISE/UT Awards Committee to a person admitted to the preservice teacher education program in the Intermediate/Senior Division who will enrol in English. The recipient must have graduated from the University of Toronto with high academic standing in a Specialist or Major Program in English. In addition, the demonstrated financial need of the applicant, especially as related to family responsibilities, will be considered. The value of this award is expected to be approximately $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted to the following academic year to the Intermediate/Senior Division in the teacher education program and who apply for this award. The application deadline is July 1.

Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to the value of the annual income will be made to graduates of the teacher education program who are continuing in an Ontario College of Teachers certification course in Special Education at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the OISE/UT Awards Committee by April 1. (approximate value: $700 - $800)

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989.

Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students at the Institute of Child Study in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Spring competition. The competition is administered by the I.C.S. Leighton-McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program. Interested students should submit a one page proposal by October 15 or February 15 depending on the term in which they plan to attend a conference. The proposal should be given to the Chair of the Leighton-McCarthy Committee.

Prof. Arthur Louden Memorial Entrance Scholarship in Science

Mrs. Francis Drover Louden has endowed an award in honour of her husband, Prof. Arthur H. Louden, who taught Science Education at the Faculty of Education, University of Toronto, from 1944 to 1971 and was Chair of the Science Department in the Faculty from 1955 to 1971.

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to persons admitted to the Intermediate/Senior Division in the teacher education program who will enrol in Science and have best demonstrated high academic achievement in biology or chemistry or physics, and a desire to teach Science. The maximum value of each award is not more than $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Division of the teacher education program who have selected Science as a teaching subject and who apply for the award. The application deadline is July 1.

Morgan Parmenter Award in Guidance

Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968.

One or more awards, to the value of the annual income, will be granted to graduates of the University of Toronto teacher education program who are continuing in an Ontario College of Teachers additional qualification course in Guidance at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected by the OISE/UT Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the OISE/UT Awards Committee by April 1. (Approximate value: $700 - $800)

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science

Mrs. Elizabeth Peterson, Chair of the Board of Directors, Boreal Laboratories Ltd., has endowed an award in OISE/UT in honour of Dr. R. L. Peterson, 1920-1989. Dr. Peterson was a professor in the Department of Zoology at the University of Toronto, Curator of the Department of Mammalogy at the Royal Ontario Museum, a Director and Chairman of the Toronto Zoological Society and founder and Chairman of the Board of Directors of Boreal Laboratories.

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to the person admitted to the Intermediate/Senior division in the preservice teacher education program who will enrol in Environmental Science and Science and who best demonstrates financial need, involvement in community work and activities providing preparation for a career in teaching and who shows a desire to teach and has good academic standing. The maximum value of each award is $1000.

The recipient will be selected by the OISE/UT Awards Committee by August 1, from persons admitted for the following academic year to the Intermediate/Senior division of the teacher education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

This award was established by the family of Bertha Robertson on the occasion of her 88th birthday, December 31, 1991. Mr. and Mrs. Robertson both graduated from the University of Toronto.

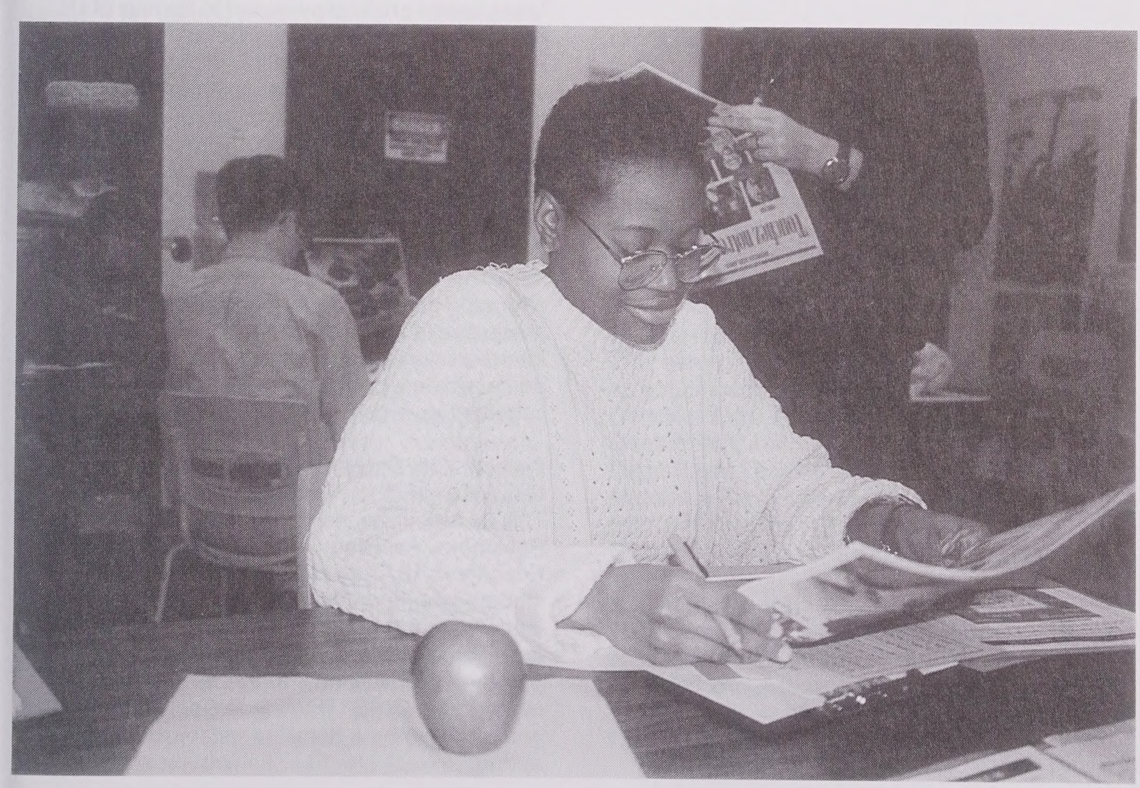
One or more awards to the value of the annual income of the endowment (normally $200 - $250) will be granted by the OISE/UT Awards Committee to a person or persons admitted to the preservice teacher education program in the Primary/Junior Division who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior Division, teacher education program and who apply for the award. The application deadline is July 1.

Percy H. Taçon Memorial Bursary

This bursary was established by Mrs. P. H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario Artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970.

The bursary, in the amount of $500, will be awarded annually to a student registered in the Visual Arts option of the B.Ed./O.T.C. of Q. Program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Candidates must apply to the OISE/UT Awards Committee by November 1.



Awards and Honours

The staff and students of the preservice teacher education program have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and OISE/UT. In addition, a fourth award recognizes an outstanding contribution to the life of OISE/UT. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object - a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour
This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour
This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour
The staff and students of the preservice teacher education program, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who most demonstrates 'outstanding qualities of scholarship, teaching ability, and character'.

Award for Outstanding Contribution to the Life of the Faculty
This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the preservice teacher education program. Nominations for this award may be made to the OISE/UT Awards Committee by staff and students by a deadline established each spring.

OISE/UT Commendation

This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year .

Institute of Child Study Honours List

Diploma in Child Study students who graduate with an A in each academic course and CR in each practicum course are described as graduates "With Honours".

NOTE: Unless otherwise stated, when an award has an endowment the value of the annual award or awards will be determined by the annual income of the endowment.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this award is the Institute of Citizenship. It is presented annually to a student of geography in the preservice teacher education program on the basis of academic standing, concern for others, perseverance, and qualities of leadership. (Approximate value: $500 - $600)

Mark A. R. M. Crowe Memorial Award

This award was established by the family and friends of Mark Alexander Crowe, B.A., B.Ed., M.B. Mark was an Honours Graduate of Victoria College, 1977, and the Faculty of Education, 1985, University of Toronto. While saving the life of a stranger, Mark died on June 18, 1988.

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient will be a student in the Intermediate/ Senior, History and/or Politics programs who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. Financial need will be considered. The value of the award will be the annual income. (Approximate value: $500 - $600)

James W. Fair Award in Elementary Education

This award was established as a memorial to Dr. Jim Fair, who was a professor at the Faculty of Education from 1971 to 1989. He served as Assistant Dean, Chair of Elementary Education, and Chair of the Institute of Child Study. The annual award will be made to a student in the Primary/Junior or Junior /Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of OISE/UT, and an intention to pursue further study in education. (Approximate value: $900 - $1,000)

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institute of Child Study. $500 is awarded annually to a second-year student in the Master of Arts in Child Study and Education program. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

O. E. C. T. A. Award of Excellence

The Ontario English Catholic Teachers' Association has established this award of $200 and an O.E.C.T.A. pin for the student in the preservice teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education Foundations course, and has demonstrated outstanding practice teaching and academic performance.

R. Darrel Phillips Award

This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average. (Approximate value: $100 - $250)

R. J. McMaster Award

This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program at OISE/UT. (Approximate value: $50)

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of OISE/UT. Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. One or more fellowships shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council, on the recommendation of the Faculty Council of OISE/UT, may from time to time determine.

Applicants must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other approved university.

Applicants must be residents of Ontario, hold a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of teaching experience and evidence of ability to make a contribution to elementary and/or secondary education in Canada as a result of further work. An application form may be obtained from the Registrar, OISE/UT. Completed applications must be received by March 15.

P. A. Petrie Huron County Scholarship

This award was established by a bequest from the late Mrs. Helen M. Petrie in memory of Professor P. A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the teacher education program (mathematics and/or science teaching option) at OISE/UT, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school. (Approximate value: $900 - $1000)

Alexander Pringle Seggie Award

This award was established by the late Irene Elizabeth Seggie as a memorial to her husband, Alexander Pringle Seggie, a Professor in the Faculty of Education from 1949 to 1974.

The award will be made annually to the student in the preservice teacher education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program. (Approximate value: $600 - $650)

A. P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Vocal Music (The Changing Voice)

This scholarship is awarded to a full time student in the teacher education program who is academically eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10. (Approximate value: $750 - $850)

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the teacher education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration. (Approximate value: $750 - $850)

Award Winners 1996/97

Primary/Junior Award of Honour
Alan Lawrence Grozelle

Junior/Intermediate Award of Honour
Winifred Frances Hunsburger

Intermediate/Senior Award of Honour
Margarita Leventis

Award for Outstanding Contribution to the Life of the Faculty
Jacqueline Marie Prohaska

Arnolds Balins Award, Geography
Susan Marie O'Keefe

Mark A. R. M. Crowe Memorial Award - History and Political Science
Andrew F. Tile

OISE/UT Commendation
Joanne Aru
Leslie William Brunton
Stephanie Doreen Colmer
Jason Alan Evanson
Giovanni Fuca
Kristine Lynne Henry
Sophia Antonia Maloney
Irene Mota
Christopher Mark Rzepa
Laura Lee Thomas
Kimberley Janet Flood
Wilman Kung
Jeffrey Naworynski
Rosemary Stiglic
Denise Anne Farrol
Stacey Lee Kerr
Shelley Thomson
Susanne M. Benko
Sarah Jane Pryor
Jennifer Leigh Elliott
Sunny Bear Patterson
Hyo-Sun Ko
Tammy Lee-Anne Akey
Joan Carolyn Sheppard
Cultural Awareness Committee
The Employment Preparation Conference Program Committee
Youth Ecology Summit Committee

Jeffrey Drdul Memorial Award in Special Education
Michelle Yvonne Perkins-Ball
Shailesh Maharaj

James W. Fair Award in Elementary Education
Jonathan Russell Tepper

Prof. Arthur Louden Memorial Entrance Scholarship in Education
Steven F. Mee
Susan Ann Shaver
Daphne Mary Syme
Hendrik Melchior van Bemmel

O. E. C. T. A. Award of Excellence
Rosa M. Pereira
Matthew David Pagano
Shaun B. Lanigan

William Pakenham Fellowship in Education
Margaret F. Buttignol
Kathleen Marie Gallagher

R. J. McMaster Award - English
Gary Reynard Carter

Morgan Parmenter Award in Guidance
Kien Nam Luu

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science
Douglas Drew Thomas, Lynda Filip

P. A. Petrie Huron County Scholarship Mathematics and/or Science
Claudio Daniel Sulpizi

R. Darrel Phillips Award - Technological Studies
Leslie William Brunton

Bertha and Howard Robertson Entrance Scholarship in Primary Junior Education
Patricia Ann Quinlan

Alexander Pringle Seggie Award
Karan Anne Danaher-Legat

A. P. Seggie Memorial Award - Business
Debralee Margaret Lloyd-Graham

Percy H. Taçon Memorial Bursary
Maureen Mckay

Don Wright Scholarship in Vocal Music
Alma Josephine Parks

Institute of Child Study - Leighton McCarthy Memorial Scholarship Award in Childwood Education
Lisa Ann Paglialunga

Policies and Regulations

English Language Proficiency Policy

English is the language of instruction for all preservice teacher education courses at OISE/UT, with the exception of some Modern Language Education courses. Consequently, to be successful in these courses and in the Practicum, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. OISE/UT is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program, as well as Ministry of Education and Training Special Student applicants to the Continuing Education Program are required to give evidence of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

For Applicants To The Diploma In Technical Education Program

All students applying for admission to the Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program, must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

For Applicants To The Bachelor Of Education Degree Program

All students applying for admission to the Bachelor of Education/Ontario Teacher's Certificate of Qualification Program must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

For Ontario College of Teachers Special Students Applying To The Continuing Education Program

All teachers seeking Ontario Certification who have been directed by the Ontario College of Teachers to take professional courses at a faculty of education, and who apply for admission to the Continuing Education Program to complete such requirements must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iv) which follows.

B. Acceptable Tests and Required Scores

NB: All tests must have been taken within the 3 years prior to the date of application to the OISE/UT Teacher Education programs.

i) An official statement of results of **TOEFL** (Test of English as a Foreign Language) showing a minimum score of 600, **and the TWE** (Test of Written English), showing a minimum score of 6.0, **as well as the TSE** (Test of Spoken English), showing a minimum score of 55.

OR

ii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 5.

OR

iii) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 92 **and also the** Oral Interview component, showing a rating of 4.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE/UT for the respective Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program application/admission cycle. In the case of Continuing Education applicants the deadline would be that which is published for each session.

D. Information about the Tests Which are Acceptable as Evidence of English Language Proficiency

Information about the content of tests, test dates, test requirements and applicable fees may be obtained as follows:

1. **TOEFL** (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)
Educational Testing Service
P. O. Box 6151
Princeton, New Jersey
U.S.A. 08541-6151
Telephone: (609) 921-9000

2. **IELTS** (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU

(Applicants may also contact their nearest British Council Office)

3. **MELAB** (Michigan English Language Assessment Battery)
English Language Institute
Testing and Certification Division
3020 North University Building
The University of Michigan
Ann Arbor, Michigan
U.S.A. 48109-1057
Telephone: (313) 764-2416/763-3452

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact:

OISE/UT
Office of the Registrar
Preservice Teacher Education Programs
Admissions Unit, Room 132A
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-8833.
FAX (416) 971-2775
E-mail
preservice_admis@tednet.oise.utoronto.ca

Grading Practices Policy - Bachelor of Education and Diploma in Technical Education One-Year Programs

NOTE: Grading Practices Policies for the following programs are printed in the calendars specific to each of those programs and are also available from the Registrar's Office:
•Graduate Studies in Education
•Continuing Education for Teachers

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:

   i) a list of all assignments, with due dates;
   ii) the weighting factor or percentage allotment for each course requirement;
   iii) a statement on the procedure used to determine final grades;
   iv) a description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.

4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. At least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.

6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. OISE/UT has the final responsibility for assigning the official course grade.

B. Evaluation Procedures - Practice Teaching

The evaluation of student performance in practice teaching will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first practice teaching session.

2. An interim performance evaluation for each practice teaching session with feedback to the student.

3. Written documentation of the final assessment of the practice teaching session.

C. Conditions for Final Standing

1. Students will be evaluated on all four components of the program: Curriculum and Instruction, Foundations, Practice Teaching, and the compulsory course - The Contemporary Classroom.

2. Grades in the Curriculum and Instruction subjects and Foundations courses will be reported in the Refined Letter Grade Scale of A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D-; FX.

   Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as "Credit (CR)" and a final Fail grade as "No Credit (NCR)".

   Grades in the Contemporary Classroom will be reported as "Credit (CR)" or "No Credit (NCR)".

3. The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundation Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Translation Table
A+		90 - 100%	95%
A	Excellent	85 - 89%	87%
A-		80 - 84%	82%
B+		77 - 79%	78%
B	Good	73 - 76%	75%
B-		70 - 72%	71%
C+		67 - 69%	68%
C	Adequate	63 - 66%	65%
C-		60 - 62%	61%
D+		57 - 59%	58%
D	Marginal	53 - 56%	55%
D-		50 - 52%	51%
FX	Inadequate	00 - 49%	25%

Grade Scale for Practice Teaching and the Contemporary Classroom - Credit/No Credit (CR/NCR)

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

4. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate of Qualification, a student must attain:

   i) a minimum of a **C** average in each of the following components of the program:
      - Curriculum and Instruction*
      - Foundations

   ii) a minimum of a **D-** grade in each course in:
      - Curriculum and Instruction
      - Foundations

   iii) a **Credit (CR)** in:
      - Practice Teaching**
      - The Contemporary Classroom***

* For Junior/Intermediate students, the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/Intermediate course three times the weight of the Intermediate course.

** To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate of Qualification, a student must receive a Pass in each scheduled practice teaching session (includes all appraisals). A student who receives a "Fail" in one session of practice teaching may be given the opportunity of earning a "Pass" in an additional session of practice teaching immediately following the completion of the final examination period, subject to review and approval by the Practice Teaching Office. This opportunity will be given only once. A student who receives a "Fail" in more than one session of practice teaching will receive a final grade of "NCR (No Credit)" for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario Teacher's Certificate of Qualification.

*** In order to receive credit in this course a student must receive a Pass in each of the four components of the course: Classroom Management, Assessment and Evaluation of Student Performance, School Law in Ontario, and Special Education.

D. Supplemental Privileges

1. Supplemental privileges granted in D.2 and D.3 following, are limited to a combined total of two courses of which only one may be a Curriculum and Instruction course.

2. A student may be granted supplemental privileges in a course in which an FX has been received, or in the Contemporary Classroom, NCR. There are no supplemental privileges for a final grade of NCR in the Practice Teaching component of the program.

3. A student who receives a final grade of C-, D+, D or D- in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the grade has reduced the average in the component to less than a C.

4. Application for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

5. A student granted supplemental privileges may qualify in one of the following ways, as authorized by the Faculty Council of OISE/UT:

   i) by taking an examination during July or August;

   ii) by otherwise satisfying the requirements of the department(s) concerned.

6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate of Qualification.

7. No student will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Faculty Council of OISE/UT.

E. Student Access to Examination Papers

Copies of final examination papers for the preceding five academic years are available in the OISE/UT Education Commons/Library. These are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Associate Dean (Preservice). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

F. Withdrawals

A student may withdraw from the preservice teacher education program without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the student's academic record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of FX or NCR, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

G. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Chair of the Department or, if appropriate, to the Associate Dean (Preservice), who shall take steps to ensure fairness and objectivity.

H. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and

ii) Students must be treated in a fair manner, recognizing their freedom of choice to attend class or not without penalty.

2. Procedures

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.

ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.

iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Chair of the Department with a report on the attendance at the class where the vote was taken.

iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Chair of the Department with his or her recommendation, along with the results of any classroom votes. The Chair, in consultation with the Associate Dean (Preservice), shall then make a decision.

v) Where classes are not able to convene, the instructor, with the prior approval of the Chair of the Department, shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Chair of the Department, in consultation with the Associate Dean (Preservice), will make such changes and submit them for approval to the Provost. Where courses are to be cancelled, approval of the Faculty Council of OISE/UT is required. If the Faculty Council of OISE/UT cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

NOTE: The full text of the University's Grading Practices Policy is available in the Registrar's Office.

Appeal Procedures

Bachelor of Education and Diploma in Technical Education One-Year Programs

A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the Instructor, in writing, to the Chair of the Department within two weeks of receiving the decision . The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department , in consultation with members of the Department, will review the case and submit to the student and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department . The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee, in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

5. The student may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

B. Appeal of Failures in Practice Teaching

A student may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), students should be aware of the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Co-ordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Co-ordinator a written statement detailing the grounds of the appeal. The Practice Teaching Co-ordinator will send, within three working days, a copy of the student's appeal to the associate

teacher. The Practice Teaching Co-ordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.

2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Co-ordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Co-ordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The student, the associate teacher or the Practice Teaching Co-ordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

4. The student may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations. A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

Policies and Principles for Admission to the University of Toronto

1. Preamble

a. These Policies and Principles apply to the recruitment and selection of students for admission to all programs of study at the University of Toronto which lead to a degree, diploma or certificate.

b. These Policies and Principles supplement but do not supplant specific requirements for admission that are determined by individual academic divisions of the University. No specific requirements, however, may be inconsistent with or contravene these policies and principles.

c. These Policies and Principles govern the conduct of all persons who officially represent the University of Toronto or anyone of its colleges, faculties, or schools in liaison with prospective students or secondary schools.

d. These Policies and Principles constitute a commitment on the part of the University of Toronto towards secondary schools and other post-secondary institutions to share fully the responsibility for working in the best interests of education and society generally and of students individually.

2. Statement of Policies and Principles for Selection

a. The University of Toronto admits the best possible students on the basis of academic performance and potential as required by the curricular content and, where judged relevant by the division, professional requirements of the individual degree or diploma program(s) to which the applicant seeks admission.

b. Individual colleges, faculties, and schools may recognize a variety of achievements that they deem worthy of consideration and exemplary to other students.

c. The University of Toronto admits students to its colleges, faculties, and schools in the expectation that students will be successful in achieving their academic goals or other academic objectives, and make significant personal and professional contributions to their communities.

d. With the exception of the specific conditions provided for in Section 2.e, neither the University nor any of its colleges, faculties, and schools will establish requirements for admission that in any respect involve criteria, either implicit or explicit, which are based on personal characteristics such as race, ancestry, colour, ethnic origin, sex, creed, age, marital status, family status, sexual orientation, physical disability, alumni status, or actual or potential for benefaction to the University.

e. The University of Toronto in recognition of its special responsibilities to the peoples of Metropolitan Toronto, Ontario, and Canada, and to the diversity of those peoples may, on occasions when they are deemed necessary by the Academic Board on the recommendation of the Committee on Academic Policies and Programs, establish special criteria and procedures for admission with the intention of specifically improving the participation of particular groups as students.

f. The rate at which students complete their secondary school programs will not be taken into account in selecting students for admission.

g. When information is available about terms of secondary school study - regular session, summer session, evening session - and about the number of times a student attempts a course, it may be taken into account in the selection process.

h. The University **may** take the results of standardized tests - aptitude and achievement - into account in the selection process when they are available and relevant to the program(s) to which the applicant is seeking admission. In so doing, the University will take fully into account any instructions for statistical interpretation of test results provided by the testing agency.

3. Statement of Principles for Student Recruitment and Liaison

a. The requirements for admission to each college, faculty, and school will be stated clearly and definitively.

b. The dates concerning application, notification, and candidates' replies will be stated clearly.

c. Whenever waiting lists are employed, they will be reasonable in terms of length and applicants' qualifications.

d. In representing the University, all publications and presentations prepared by it and any of its colleges, faculties, and schools will make honest portrayals and avoid negative comments about other institutions.

e. The University will take full responsibility for all persons who become involved formally in the recruitment process by acting as agents of the University - registrars, liaison officers, counsellors, faculty, alumni, athletic coaches, students.

f. For undergraduate programs that can be entered directly from secondary school, the University will always be prepared and willing to cooperate with secondary schools to improve the admissions process specifically and the transition from school to university generally.

g. The University will make announcements of admissions decisions promptly, and in the case of favourable decisions will wherever possible announce related decisions - student awards and residence - simultaneously.

4. Divisional Policies and Requirements

Individual faculties, schools and colleges may establish additional policies, procedures, and requirements for admission provided that they do not contravene the **Policies and Principles for Admission to the University of Toronto**

Academic Sanctions For Students Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education and Training or Ontario College of Teachers certificates, students must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the **Code of Student Conduct.**

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.
- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquires; will not make recommendations for Ontario College of Teachers teaching certificates. Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied, first, to outstanding University debts and, second, to current fees.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of the appropriate fee (see page 49). Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Access to Official Student Academic Records

In accordance with the "Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto", students may obtain access to their academic records upon written request to the Registrar of OISE/UT. Below are excerpts from this policy. The full text is available in the Registrar's Office.

4 (a) Access by a Student

i) A student may examine and have copies made of his or her official student academic record as defined in Section 3 of the policy, with the exception of those portions of the record which comprise letters of reference, evaluations and appraisals (Section 3(b)(v)) which have been provided or obtained on the expressed or implied understanding that they shall be maintained in confidence.

ii) A student's request to examine a part of his or her official student academic record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) A student has the right to challenge the accuracy of his or her official student academic record with the exception of the material specifically excluded in Section 4(a)(i) and to have his or her official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division.

Reference to such comments does not appear on reports such as transcripts or statements of results.

iv) It is assumed that all documents relating to petitions and appeals (Section 3(b)(iii)) of the policy and not provided on the understanding that they shall be maintained in confidence will be retained within a division, and when needed by a student, will be made freely available. In addition, The Statutory Powers Procedure Act, 1971 of Ontario requires that where the good character, propriety of conduct or competence of a party is in issue in any proceedings in a tribunal to which the Act applies (such as the Academic Appeals Board of the Governing Council), the party is entitled to be furnished prior to the hearing with "reasonable information" of any allegations with respect thereto.

4 (b) Access by Alumni and Former Students

i) An alumnus or alumna or a former student may examine and have copies made of the portion of his or her official student academic record as defined in Section 3(a) of the policy.

ii) A request from an alumnus or alumna or a former student to examine the portion of the official student academic record as defined in Section 3(a) of the policy, shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) An alumnus or alumna or a former student shall have the right to challenge the accuracy of his or her official student academic records only under such terms and conditions as the academic division may determine .

4 (c) Access by University Staff and Members of Official University and Divisional Councils and Standing Committees

Members of the teaching and administrative staff of the University and members of official University and divisional councils and committees shall have access to relevant portions of an official student academic record for purposes related to the performance of their duties. A staff member requesting information must have a legitimate need to have the requested information for the effective functioning of the position or office.

Where members of the teaching staff have access to official student academic records for the purpose of research, they must fully comply with the University's research policies and protocols, and shall not have access to students' names, addresses, and telephone numbers without the students' written consent.

Access to medical information as defined in Section 3(b)(iv) of the policy shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

The Department of Alumni and Community Relations shall have access to appropriate personal information on students and alumni for the purpose of maintaining contact with alumni and their next of kin.

4 (d) Access by University Campus Organizations

Recognized campus organizations in the University of Toronto shall have access to the information referred to in Section 3(a)(ii) of the policy as well as to the sessional address and telephone number of students named by that organization for the legitimate internal use of that organization. The Students' Administrative Council, Graduate Students' Union, Association of Part-time Undergraduate Students, and The Newspaper shall be entitled to publish and distribute within the University community a University-wide directory of students (including undergraduate, graduate, full-time and part-time) giving the sessional address and telephone number of students as long as there is a realistic provision for students to decline to consent to the disclosure of that information.

Names and addresses of students will also be provided to recognized campus organizations for the purpose of distributing information when all of the following conditions are met:

- The name and address information is not released to a third party.

- The name and address information is not used for commercial purposes.
- The organization proposes to distribute information which, in the opinion of the Assistant Vice-President (Planning) and University Registrar, the University would be willing to distribute if reimbursed by the organization.
- The information to be distributed is intended to provide information about the University and is not primarily advertisements for non-University organizations.
- The campus organization agrees to use the name and address information only for the specific purpose for which it was provided.

4 (e) Access by Others

i) By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquiries:
  - the academic division(s), degree program(s) and the session(s) in which a student is or has been registered,
  - degree(s) received and date(s) of convocation.

ii) Any other information contained in the official student academic record, (including any comments generated under Section 4(a)(iii) but with the exception of the material specifically excluded in Section 4(a)(i)), shall be released to other persons and agencies only with the student's prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Education and Training for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division. The release of the information concerning alumni and former students contained in the portions of the academic record as defined in Section 3(a)(i) of the policy shall also be governed by the above provisions.

iii) General statistical material drawn from academic records not disclosing the identities of students, alumni and former students may be released for research and informational purposes authorized by the University, by the academic division maintaining these records.

iv) Agencies engaged to act on behalf of the University (for example, a collection agency) may have access to relevant portions of official student academic records.

4 (f) Refusal of Access

The University reserves the right to withhold access to the statements of results and transcripts of students, alumni and former students who have outstanding debts or obligations to the University . The University may also choose not to release the official diploma to such persons nor to provide written or oral certifications of degree on their behalf.

5 Custody and Retention of Official Student Academic Records

a) Academic records of students are normally under the custodial responsibility of the academic division. Every academic division maintaining official student academic records shall draw up plans for the eventual disposition of their records in consultation with the University Archivist and in accordance with an approved records schedule which is in compliance with this policy.

b) Those portions of the official student academic record as defined in Section 3(a) of the policy shall be maintained permanently. Each academic division's records schedule shall specify the document, form or medium in which these records will be maintained.

c) Official student academic records preserved in the University Archives because of their archival value shall become open to researchers authorized by the University seventy-five years after a student has ceased to be registered.

6. The University's Responsibilities with Reference to the Official Academic Records of Students, Alumni and Former Students

a) Students shall be informed of University policy and divisional procedures with respect to their official student academic records.

b) Academic divisions, administrative divisions which handle student academic records, and campus organizations shall develop administrative procedures in support of this policy.

c) Academic records shall be kept at all times under appropriate security.

d) In the case of the Institute of Child Study Laboratory School and the University of Toronto Schools in OISE/UT, the Ontario Student Record shall be regarded as part of the Official Student Academic Record, and shall be maintained on that basis.

University Discipline

Code of Behaviour on Academic Matters

The Governing Council of the University of Toronto has approved a Code of Behaviour on Academic Matters regarding academic discipline applicable to all students and members of the teaching staff of the University. Below are excerpts from this Code. The full text is available in the Registrar's Office, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chair of the University Disciplinary Tribunal.

B. Offences

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behaviour is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

Wherever in this Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

1. It shall be an offence for a student knowingly:

a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form.

b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work.

c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work.

d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. (For a more detailed account of plagiarism, see Appendix "A" of the Code)

e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member knowingly:

a) to approve any of the previously described offences.

b) to evaluate an application for admission or transfer to a course or program of study by reference to any criterion that is not academically justified.

c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

3. It shall be an offence for a faculty member and student alike knowingly:

a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;

b) to engage in any form of cheating, academic dishonesty of misconduct, fraud or misrepresentation not herein otherwise described, in order to obtain academic credit or other academic advantage of any kind.

4. A graduate of the University may be charged with any of the above offences committed knowingly while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B.II. Parties to Offences

1.(a) Every member is a party to an offence under this Code who knowingly:

- i) actually commits it;
- ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
- iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
- iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence or
- v) abets, counsels, procures or conspires with any other person who, if that person were a member, would have committed or have been a party to the offence.

(b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.

2. Every member who, having an intent to commit an offence under this Code, does or omits to do, anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.

3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence, is a party to, and guilty of, the offence and is liable upon conviction to the sanctions provided for the offence.

C. Procedures in Cases Involving Students

At both the divisional level and the level of the University Tribunal, the procedures for handling charges of academic offences involving students reflect the gravity with which the University views such offences. At the same time, these procedures and those which ensure students the right of appeal represent the University's commitment to fairness and the cause of justice.

C.I.(a) Divisional Procedures

Note: Where a student commits an offence, the faculty in which the student is registered has responsibility over the student in the matter. In the case of Scarborough, and Erindale colleges, the college is deemed to be the faculty.

1. No hearing within the meaning of Section 2 of the Statutory Powers Procedure Act is required for the purposes of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.1.(a) and such discussions, meetings and determinations are not proceedings of the Tribunal.

2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of,

giving reasons, and invite the student to discuss the matter. Nothing the student says in such a discussion may be used or receivable in evidence against the student.

3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor, unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2.

4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the Department Chair or through the Department Chair to the Dean. (See also Section C.1.(b) 1).

5. When the Dean or the Department Chair, as the case may be, has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the Dean being informed, the Chair of the Department and the instructor shall be invited by the Dean to be present at the meeting with the student. The Dean shall conduct the interview.

6. Before proceeding with the meeting, the Dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the alleged offence in question. The Dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under Section C.1.(b), and that the Dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.

7. If the Dean, on the advice of the Department Chair and the instructor, or if the Department Chair, on the advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in writing and the student's work shall be accepted for normal evaluation or, if the student was prevented from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a tribunal hearing for another offence.

8. If the student admits the alleged offence, the Dean or the Department Chair may either impose the sanction(s) that he or she considers appropriate under Section C.I. (b) or refer the matter to the Dean or Provost, as the case may be, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by the instructor, the Department Chair or the Dean if the Dean imposes a sanction.

9. If the student is dissatisfied with a sanction imposed by the Department Chair or the Dean, as the case may be, the student may refer the matter to the Dean or Provost, as the case may be, for consideration.

10. If the student does not admit the alleged offence, the Dean may, after consultation with the instructor and the Department Chair, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.

11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this Section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the Chair of the hearing considers that such failure, defect or irregularity resulted in a substantial

wrong, detriment or prejudice to the accused. The Chair will determine at the opening of the hearing whether there is to be any objection to defect, failure or irregularity.

12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the Dean to bar him or her from a facility. When or at any time after an accusation has been reported to the dean, he of she may cause a notation to be recorded on the student's academic record and transcript, until the final disposition of the accusation, to indicate that the standing in a course and/or the student's academic status is under review. A student upon whom a sanction has been imposed by the Dean or the Department Chair under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.

13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the Dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the Dean to the Secretary of the Tribunal for use in the Provost's annual report to the Academic Board. The Dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.

14. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the student's Dean or Department Chair, as the case may be, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.

15. In the case of alleged offences not covered by the procedures above and not involving the submission of academic work, such as those concerning forgery or uttering, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures of this section.

C.I.(b). Divisional Sanctions

1. In an assignment worth 10 percent or less of the final grade, the Department Chair may deal with the matter if:

   i) the student admits guilt; and
   ii) the assignment of a penalty is limited to **at most** a mark of zero for the piece of work.

   If the student does not admit guilt, or if the Department Chair chooses, the matter shall be brought before the Dean.

2. One or more of the following sanctions may be imposed by the Dean where a student admits to the commission of an alleged offence:

a) an oral and/or written reprimand;
b) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
e) denial of privileges to use any facility of the University, including library and computer facilities;
f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;

g) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;

h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

3. The Dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.

4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C".

C.II.(b) Tribunal Sanctions

1. One or more of the following sanctions may be imposed by the Tribunal upon the conviction of any student:

a) an oral and/or written reprimand;

b) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;

c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;

d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;

e) denial of privileges to use any facility of the University, including library and computer facilities;

f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;

g) assignment of a grade of zero or a failure for any completed or uncompleted course or courses in respect of which any offence was committed;

h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for such a period of time up to five years as may be determined by the Tribunal. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

i) recommendation of expulsion from the University. The Tribunal has power only to recommend that such a penalty be imposed. In any such case, the recommendation shall be made by the Tribunal to the President for a recommendation by him or her to the Governing Council. Expulsion shall mean that the student shall be denied any further registration at the University in any program and his or her academic record and transcript shall record this sanction permanently. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed. If a recommendation for expulsion is not adopted, the Governing Council shall have the power to impose such lesser penalty as it sees fit.

j) i) recommendation to the Governing Council for cancellation, recall or suspension of one or more degrees, diplomas or certificates obtained by any graduate; or
   ii) cancellation of academic standing or academic credits obtained by any former student

who, while enrolled, committed any offence which if detected before the granting of the degree, diploma, certificate, standing or credits would, in the judgement of the Tribunal, have resulted in a conviction and the application of a sanction sufficiently severe that the degree, diploma, certificate, standing, credits or marks would not have been granted.

2. The hearing panel shall have the power to order that any sanction imposed by the Tribunal be recorded on the student's academic record and transcript for such length of time as the panel considers appropriate.
3. The Tribunal may, if it considers it appropriate, report any case to the Provost who may publish a notice of the decision of the Tribunal and the sanction or sanctions imposed, in the University newspapers with the name of the student withheld.

Discipline in Non-Academic Matters

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

Code of Student Conduct

A. Preface

1. The University of Toronto is a large community of teaching staff, administrative staff and students, involved in teaching, research, learning and other activities. Student members of the University are adherents to a division of the University for the period of their registration in the academic program to which they have been admitted and as such assume the responsibilities that such registration entails.
2. As an academic community, the University governs the activities of its members by standards such as those contained in the **Code of Behaviour on Academic Matters**, which provides definitions of offences that may be committed by student members and which are deemed to affect the academic integrity of the University's activities.
3. The University sponsors, encourages or tolerates many non-academic activities of its members, both on its campuses and away from them. These activities, although generally separate from the defined requirements of students' academic programs, are a valuable and important part of the life of the University and of its students.
4. The University does not stand *in loco parentis* to its student members, that is, it has no general responsibility for the moral and social behaviour of its students, as if they were its wards. In the exercise of its disciplinary authority and responsibility, the University treats students as free to organize their own personal lives, behaviour and associations subject only to the law and to University regulations that are necessary to protect the integrity and safety of University activities, the peaceful and safe enjoyment of University housing by residents and neighbours, or the freedom of members of the University to participate reasonably in the programs of the University and in activities in or on the University's premises. Strict regulation of such activities by the University of Toronto is otherwise neither necessary nor appropriate.
5. University members are not, as such, immune from the criminal and civil laws of the wider political units to which they belong. Provisions for non-academic discipline should not attempt to shelter students from their civic responsibilities nor add unnecessarily to these responsibilities. Conduct that constitutes a breach of the Criminal Code or other statute, or that would give rise to a civil claim or action, should

ordinarily be dealt with by the appropriate criminal or civil court. In cases, however, in which criminal or civil proceedings have not been taken or would not adequately protect the University's interests and responsibilities as defined below, proceedings may be brought under a discipline code of the University, but only in cases where such internal proceedings are appropriate in the circumstances.

6. The University must define standards of student behaviour and make provisions for student discipline with respect to conduct that jeopardizes the good order and proper functioning of the academic and non-academic programs and activities of the University or its divisions, that endangers the health, safety, rights or property of its members or visitors, or that adversely affects the property of the University or bodies related to it, where such conduct is not, for the University's defined purposes, adequately regulated by civil and criminal law.

7. Nothing in this Code shall be construed to prohibit peaceful assemblies and demonstrations, lawful picketing, or to inhibit freedom of speech as defined in the University.
8. In this Code, the word "premises" includes lands, buildings and grounds.

9. In this Code, “student” means a member of the University
   (i) engaged in any academic work which leads to the recording and/or issue of a mark, grade or statement of performance by the appropriate authority in the University or another institution; and/or
   (ii) registered in any academic course which entitles the member to the use of a University library, library materials, library resources, computer facility or dataset.

10. In the following, the words "University of Toronto" refer to the University of Toronto and include any institutions federated or affiliated with it, where such inclusion has been agreed upon by the University and the federated or affiliated institution, with respect to the premises, facilities, equipment, services, activities, students and other members of the federated or affiliated institution.

Note: The University of Toronto has agreed that, when the premises, facilities, equipment, services or activities of the University of Toronto are referred to in this Code, the premises, facilities, equipment, services and activities of the University of St. Michael's College, Trinity College and Victoria University are included.

11. In this Code, where an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

12. This Code is concerned with conduct that the University considers unacceptable. In the case of student members of the University, the procedures and sanctions described herein shall apply. In the case of other members of the University, such conduct is to be dealt with in accordance with the established policy, procedures and agreements that apply to the members.

B. Offences

The following offences constitute conduct that shall be deemed to be offences under this Code, when committed by a student of the University of Toronto, provided that such conduct
(i) has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and
(ii) is not specifically assigned to the jurisdiction of the University Tribunal, as in the case of offences described in the Code of Behaviour on Academic Matters, or to another disciplinary body within the University of Toronto, as in the case of sexual harassment as described in the **Policy and Procedures: Sexual Harassment** and
iii) occurs on premises of the University of Toronto or elsewhere in the course of activities sponsored by the University of Toronto or by any of its divisions.

1. Offences against persons

(a) No person shall assault another person sexually or threaten any other person with sexual assault.
(b) No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.
(c) No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.
(d) No person shall threaten any other person with damage to such person's property, or knowingly cause any other person to fear damage to her or his property.

2. Disruption

No person shall cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organized by the University of Toronto or by any of its divisions, or the right of another member or members to carry on their legitimate activities, to speak or to associate with others.

For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent. And silent or symbolic protest is not to be considered disruption under this Code. But noise that obstructs the conduct of a meeting or forcible blocking of access to an activity constitutes disruption.

3. Offences involving property

(a) No person shall knowingly take, destroy or damage premises of the University of Toronto.
(b) No person shall knowingly take, destroy or damage any physical property that is not her or his own.
(c) No person shall knowingly destroy or damage information or intellectual property belonging to the University of Toronto or to any of its members.
(d) No person, in any manner whatsoever, shall knowingly deface the inside or outside of any building of the University of Toronto.
(e) No person, knowing the effects or property to have been appropriated without authorization, shall possess effects or property of the University of Toronto.
(f) No person, knowing the effects or property to have been appropriated without authorization, shall possess any property that is not her or his own.
(g) No person shall knowingly create a condition that unnecessarily endangers or threatens destruction of the property of the University of Toronto or of any of its members.

4. Unauthorized Entry or Presence

No person shall, contrary to the expressed instruction of a person or persons authorized to give such instruction, or with intent to damage or destroy the premises of the University of Toronto or damage, destroy or steal any property on the premises of the University of Toronto that is not her or his own, or without just cause knowingly enter or remain in or on any such premises.

5. Unauthorized use of University facilities, equipment or services

(a) No person shall knowingly use any facility, equipment or service of the University of Toronto contrary to the expressed instruction of a person or persons authorized to give such instruction, or without just cause.

(b) No person shall knowingly gain access to or use any University computing or internal or external communications facility to which legitimate authorization has not been granted. No person shall use any such facility for any commercial, disruptive or unauthorized purpose.

> Appropriate uses for University connections to external networks are described, for example, in the policy document "Appropriate Use Policy for the ONet Network".

(c) No person shall knowingly mutilate, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

6. False charges

No person shall knowingly or maliciously bring a false charge against any member of the University of Toronto under this Code.

7. **Aiding in the Commission of an Offence**
No person shall counsel, procure, conspire with or aid a person in the commission of an offence defined in this Code.

8. **Refusal to comply with sanctions**
No person found guilty of an offence under this Code shall refuse to comply with a sanction or sanctions imposed under the procedures of this Code.

9. **Unauthorized Possession or Use of Firearms or Ammunition**
No person other than a peace officer or a member of the Canadian Forces acting in the course of duty shall possess or use any firearm or ammunition on the premises of the University of Toronto without the permission of the officer of the University having authority to grant such permission.

Note: The Chief Administrative Officer of the University has been given the authority to grant such permission for the premises of the University of Toronto under the authority of the Governing Council of the University. Various officers of institutions federated with the University of Toronto have authority to grant such permission with respect to the premises of the federated institutions.

C. Hearing Procedures

1. Whenever possible and appropriate, reason and moral suasion shall be used to resolve issues of individual behaviour before resort is made to formal disciplinary procedures.

2. An Investigating Officer, who may be a student, shall be appointed annually by the principal, dean or director (hereinafter called "head") of each faculty, college or school in which students are registered (hereinafter called "division"), to investigate complaints made against student members of that division.

3. A Hearing Officer, who may be a student, shall be appointed annually by the council of each division to decide on complaints under this Code made against student members of that division.

4. If the Investigating Officer is, for any reason, unable to conduct an investigation, then the head of the division shall appoint another person as Investigating Officer for the particular case. If the Hearing Officer is, for any reason, unable to chair the hearing of any case, then the senior chair of the University Tribunal shall appoint another person as Hearing Officer for the particular case.

5. Where the head of the division has reason to believe that a non-academic offence as defined in this Code may have been committed by a student member or members of the division, the Investigating Officer will conduct an investigation into the case. After having completed the investigation, the Investigating Officer shall report on the investigation to the head of the division. If the head of the division concludes, on the basis of this report, that the student or students may have committed an offence under the Code of Student Conduct, the head of the division shall have the discretion to request that a hearing take place to determine whether the student or students have committed the offence alleged.

6. The hearing will be chaired by the Hearing Officer. The case will be presented by the Investigating Officer, who may be assisted by legal counsel. If the right to a hearing is waived, or after a hearing, the Hearing Officer will rule on the guilt of the student or students and may impose one or more sanctions as listed below. The accused student or students may be assisted by another person, who may be legal counsel.

7. Appeals against decisions of bodies acting under authority from the council of a division to hear cases arising out of residence codes of behaviour may be made to the Hearing Officer of the division, where provision therefor has been made by the council of the division.

8. Appeals against the decision of the Hearing Officer may be made to the Discipline Appeals Board of the Governing Council.

9. Where the head of a division has reason to believe that a non-academic offence may have been committed by a group of students including students from that division and

from another division or divisions, the head may consult with the head of the other division or divisions involved and may then agree that some or all of the cases will be investigated jointly by the Investigating Officers of the divisions of the students involved and that some or all of the cases will be heard together by the Hearing Officer of one of the divisions agreed upon by the heads and presented by one of the Investigating Officers agreed upon by the heads.

D. Sanctions

The following sanctions or combinations of them may be imposed upon students found guilty of committing an offence under this Code.

Penalties that directly affect a student's registration in a program, such as suspension or the recommendation for expulsion, may be imposed only where it has been determined that the offence committed is of such a serious nature that the student's continued registration threatens the academic function of the University of Toronto or of any of its divisions or the ability of other students to continue their programs of study.

In addition, students found guilty may be placed on conduct probation for a period not to exceed one year, with the provision that one or more of the following sanctions will be applied if the conduct probation is violated.

1. Formal written reprimand
2. Order for restitution, rectification or the payment of damages
3. A fine or bond for good behaviour not to exceed $100
4. Requirement of public service work not to exceed 25 hours
5. Denial of access to specified services, activities or facilities of the University for a period of up to one year
6. Suspension from registration in any course or program of a division or divisions for a period of up to one year
7. Recommendation for expulsion from the University

Memorandum on the Maintenance and Use of the Records of Non-Academic Discipline Proceedings

1. **When records are kept**
   Records shall be kept for all cases that have proceeded to a hearing and for cases where students have waived the right to a hearing.

2. **Composition of Record**
   The Record of Proceedings on Non-Academic Discipline cases shall comprise:
   (a) the written report of the Investigating Officer, if any;
   (b) the Notice of Hearing (including the offence charged);
   (c) documentary evidence filed at a Hearing;
   (d) the decision of the Hearing Officer and the reasons therefor.

3. **Publishing of Record**
   Decisions of the Hearing Officer, including the name of the respondent, the offence and the sanction, shall be reported to the Vice-President and Provost, who shall convey the information, anonymously and in statistical form, annually to the University Affairs Board. A Hearing Officer or the Discipline Appeals Board may recommend to the Vice-President and Provost that the nature of the offence and the sanction be published in the University newspapers. Where circumstances warrant, they may also order the publication of the name of the person found to have committed the offence. The Vice-President and Provost shall have the discretion to withhold publication of the name of the person.

4. **Use of Records**
   Records of previous convictions may be taken into account in imposing a sanction.

5. **Storage of Records**
   The Records of the Proceedings of Non-academic Discipline Hearings shall be stored in the office of the head of the division.

6. **Records of the Investigating Officer**
Where the investigation has not proceeded to a Hearing, the records and notes of the Investigating Officer may be kept and may have a bearing on the decision to prosecute in a future case.

Memorandum of Procedures for Hearings arising from the Code of Student Conduct

1. Complaints about the alleged commission of any offence under the Code of Student Conduct may be made in writing by any person ("the complainant") to the principal, dean or director ("the head") of the college, faculty or school ("the division") in which the student or students who are alleged to have committed the offence ("the accused") are or were registered.

2. The head of the division shall consider the written complaint and shall determine if the conduct complained of appears to fall under the Code of Student Conduct. If it does not appear to fall under the Code of Student Conduct, the head may take whatever other action he or she deems appropriate to the circumstances, including communication to the complainant of the conclusion he or she has drawn. Where a student's conduct comes to light after a student has left the University, the head of the division may decide to proceed, if the seriousness of the allegation warrants such action.

3. If the head of the division considers that the conduct complained of appears to fall under the Code of Student Conduct, he may request the Investigating Officer to conduct an investigation of the case and to make a report to him or her.

4. If, on the basis of the report of the Investigating Officer, the head of the division concludes that the accused may have committed an offence under the Code of Student Conduct, he or she shall have the discretion to request that a hearing take place to determine whether the accused has committed the offence alleged.

5. To initiate a hearing, the head of the division shall give written notice to the accused indicating the nature of the complaint, the offence alleged and setting a date, time and place for a hearing to provide an opportunity for the accused to respond to the allegations made. The notice shall indicate that if the accused does not appear at the hearing, the hearing may proceed in the absence of the accused.

6. The hearing will be chaired by the Hearing Officer, who shall not have been involved in the investigation leading up to the decision to request a hearing, and who shall make a decision on the basis of evidence presented at the hearing.

7. Hearings shall be conducted in an informal manner, in accordance with the principles of natural justice, and the Hearing Officer shal not be bound to observe strict legal procedures. Procedural defects will not invalidate the proceedings unless there has been a substantial wrong or denial of natura justice.

8. The parties to the hearing are the head of the division, represented by the Investigating Officer, who may be assisted by legal counsel, and the accused, who may be assisted by another person, who may be a lawyer. Both parties shall be allowed to call, examine and cross-examine witnesses and present evidence and argument.

9. Hearings shall be open to members of the University unless the Hearing Officer decides there is sufficient cause to provide otherwise.

10. The Hearing Officer is not bound to conduct the hearing according to strict rules of evidence. Evidence may be received in written or oral form.

11. The Hearing Officer may take note of matters generally within the knowledge of members of the University community.

12. The accused may waive the right to a hearing under these procedures, in which case the Hearing Officer will rule on the guil of the accused and impose one or more of the sanctions listed in the Code of Student Conduct.

13. After a hearing, the Hearing Officer shall rule on the complaint and, where the Hearing Officer finds that the accused has committed an offence, shall impose one or more of the sanctions listed in the Code of Student Conduct and give reasons for the decision.

14. The onus and standard of proof that a student has committed the offence alleged shall be a criminal standard.

15. Any penalty or remedy shall be stayed pending the outcome of any appeal to the Discipline Appeals Board.

THEY'RE ALL ABOUT YOU!
PEACE

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. Information on all major student services and facilities is provided in the handbook, '**Getting There**'. It describes the Career Counselling and Placement Centre, Hart House activities, the Athletic Centre, Legal Aid, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

OISE/UT Services and Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, a drama studio, a cafeteria, and a computer centre.

The OISE/UT Student Services Office

The Student Services Office provides individual student counselling on financial, personal and academic matters for all preservice and graduate students. Special services to students with a disability are coordinated through this office (978-8157).

Preservice Student Union

The Student Union, in cooperation with the Student Services Office, acts on behalf of students in matters relating to the preservice teacher education program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office (978-8460). Through their Union, preservice students have representatives on the Faculty Council of OISE/UT, its committees and the Teacher Education Alumni Association. They are also represented on the Students' Administrative Council of the University.

Teacher Education Alumni Association

Alumni Development Office
Student Services Office
371 Bloor Street West
Toronto, Ontario M5S 2R7

Graduate Students' Association

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the University. **All** OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Comparative, International, and Development Education focus, a number of courses which deal specifically with education in non-Canadian societies, are offered.

International Students' Association

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic exchange, and looks into the specific needs of the international students. The ISA is represented on the GSA General Council.

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide "one-stop-shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Users will have access to:

- a specialized collection in the field of education including:
  - extensive reference materials
  - over two thousand journal titles
  - complete microfiche holdings of the ERIC and ONTERIS document series.
  - materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - Ministry of Education and Training documents
  - school board curriculum materials, textbooks and content resources used in Ontario schools
  - a representative collection of children's literature
  - a varied and extensive collection of computer software, video-tapes, films, slides, kits, cassettes and other materials.
  - specialized collections of modern language, Franco-Ontarienne and women's materials
  - many electronic sources, including CD-ROMs
- a collection of over 8 million items located in the numerous libraries of the University of Toronto Library System
- a wide range of Internet resources including remote library catalogues
- reference assistance in accessing information for their courses, research or practice teaching assignments
- comprehensive instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet
- a variety of computers which support standard productivity tools, specialized research software, and teaching/learning resources
- face-to-face and mediated learning opportunities, and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology
- a variety of multimedia production and viewing resources, including support for telecommunications, interactive video and computer graphics

- learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, e-mail and the World Wide Web.
- other University resources to meet their information and technological needs.

More information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the main site of the Education Commons at 252 Bloor St. W., or at any of its other sites throughout OISE/UT.

Location: Second Floor, 252 Bloor Street W.
Hours: Contact the following areas
Phone:

- Education Commons Reception
  (416) 923-6641 ext. 2763
- Information Resources and Services
  Circulation Desk: (416) 926-4719
  Reference Desk: (416) 926-4718

Statistical Consulting Service

Head: Sue Elgie
Location: 8-291, 252 Bloor Street West
Hours: 3:00 PM - 4:00 PM
Phone: (416) 923-6641 ext. 2643
E-mail: selgie@oise.utoronto.ca

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research project design, implementation and evaluation. Expert advice covers research methodology, statistics, questionnaire design, data processing and other aspects of research including the qualitative domain. A list of consultants and their areas of expertise as well as their timetables, is available at the beginning of each term. Short non-credit courses on statistical software for data entry and statistical analysis are offered.

Kidspace Daycare

Kidspace Inc. Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department. Kidspace is on the ground floor at 252 Bloor Street West, opposite the auditorium. For more information, drop in or telephone (416) 926-4702.

University- Wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House located in the Borden Building North at 563 Spadina Avenue houses the Office of Aboriginal Student Services and Programs (OASSP) founded in 1992 and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the University, and a place where the University community can learn about Native people.

For more information please contact:
The Office of Aboriginal Student
Services and Programs
First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone (416) 978-8227
FAX (416) 978-1893

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 1997/98, excluding tuition:

Rent	$4,800
Food	$4,000
Clothing	$650
Books	$750
Health insurance (for international students)	$550
Dental Insurance	$130
Local transportation	$320
Miscellaneous:	$3,500
TOTAL	$14,700

Student Housing

Most of the University's students live at home in Toronto. The balance are divided equally between those who reside on campus in a student residence and those who locate off-campus accommodation about thirty to forty-five minutes travel time from classes. The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date off-campus housing and residence nformation as well as other information a student might need to assist in locating and arranging suitable student housing. Students needing more information regarding their student housing options should contact the Housing Service or visit the Housing Service on the Internet at http://utl2.library.utoronyo.ca/www/housing_service/"

On-Campus Residences

Residences for single, graduate and undergraduate students are located on all three campuses of the University. You should contact he residence directly to inquire about application. At the Housing Service on the St. George campus, students may use the Residence Information Terminal to view photographs and get information for the esidences on all three campuses. If you are unable to get the information you need on the nternet, contact the Housing Service.

Family Housing

Family housing is available in 710 apartments on he St. George campus and in 84 apartments on he Erindale campus. Priority for the nfurnished, university apartments is given to tudent families. The term "family" refers to tudents residing with their dependent children nd to childless couples in a permanent elationship. Waiting periods for these partments may vary depending on the time of ear and the type of apartment requested so it is dvisable to apply as soon as a student is eriously considering attending the University. Students may submit an application for Family Housing **before** being given an offer of dmission to the University. Contact Family Housing at the University Housing Service to eceive an information/application package.

Off-Campus Housing

Each campus Housing Service maintains listings f available off-campus housing advertised by ity landlords and by students seeking others to oin them. Students who are looking for off-campus housing use the lists of advertisements displayed in their Housing Services as they would the "classified" section of a newspaper locating accommodation to meet their needs while staying in temporary housing which they arrange in advance of their arrival. At the Housing Service on the St. George campus, students may also search on-line by type(s) of accommodation, area(s) of the city, and the price range desired. The Housing Service at the Koffler Student Services Centre will provide a list of temporary accommodation on request.

For the winter academic session, some students rent their long-term housing from August 1 or October 1, avoiding the September 1 occupancy date which is popular with students at most post-secondary educational institutions in the city. Housing is usually advertised about four to six weeks in advance of the date it becomes available for occupancy and it generally takes one to three weeks for a student to locate suitable accommodation, depending on the type of housing desired and budget.

NOTE: Since accommodation is not inspected, the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.

Cost of Student Housing - Residence, Family Housing and Off Campus

Most of the residences have a compulsory meal plan. As a guideline, for the 1996/97 school term the cost of residence with a full meal plan is approximately $5,000 to $5,950 for the eight-month, academic session. Modified meal plans are available in some residences. The cost of a residence providing cooking facilities but no meal plan is approximately $3,325. Fees are usually paid in two installments at the beginning of each of the four-month fall and spring terms. For 1996/97, rent for the university family housing ranges from approximately $429 to $702 depending on location and size of the unit, and is payable monthly. Rooms in shared houses or apartments off-campus generally cost students $350 to $450 per month. However, a student requiring a private apartment off-campus usually pays $400 to $500, $550 to $700, and $750 to $900 for a bachelor, one- or two-bedroom unit respectively. A three-bedroom house will usually rent for $1200 to $1400.

More information can be obtained from the following offices:

University of Toronto Housing Service
St. George Campus
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8045
Fax: (416) 978-1616
E-mail: housing.service@utoronto.ca

University of Toronto Housing Service
Erindale College
Telephone: (905) 828-5286

University of Toronto Housing Service
Scarborough College
Telephone: (416) 287-7365

More information is available on the Internet at:
http://utl2.library.utoronto.ca/www/housing_service/

Career Counselling and Placement

The University's Career Counselling and Placement Centre at the Koffler Student Services Centre, 214 College Street (tel.: 978-8000), provides career planning and employment-related services to students and recent graduates on an individual or group basis. Career development seminars to assist students exploring career opportunities or searching for employment are offered regularly. Students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and continuing employment opportunities are advertised at the Centre.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students completing doctoral degrees and seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier on file at the Centre.

Family Care Advisor

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides counselling and referral services to students who require child care, elder care or other forms of assistance with family responsibilities. Additional services include support groups, a newsletter and guest speakers. The drop-in resource centre contains a library of material on family issues.

The Family Care Advisor and the Resource Centre are located on the second floor of 40 Sussex Avenue, one block west of Robarts Library. Office hours are limited, therefore, students are asked to telephone (416) 978-095 to arrange an appointment in advance.

Health Care

Medical and psychiatric services are available the University Health Services, Koffler Student Services Centre, 214 College Street (Medical Clinic, 978-8030; Psychiatric Division, 978-8070). Sports injury services are under the auspices of the Department of Athletics and Recreation (978-7376).
All students need health insurance coverage - for example, OHIP, other provincial plans, CID Commonwealth, UHIP, or other private insuranc plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. **The University Health Insurance Plan (UHIP) is compulsory for international students.**

International Student Centre (ISC)

All members of the university are invited to take part in the programs of the ISC. Services inclu reception of incoming international students an orientation events, ongoing assistance with a variety of non-academic concerns (immigration health insurance, tax, etc.), English conversation classes and writing tutorials, counselling and assistance with problems arisi from cultural difference, and information about work or study opportunities abroad. Further information will be sent with the offer of admission.

General questions may be addressed to:
Elizabeth Paterson, Director
International Student Centre
33 St. George Street
Toronto, Ontario M5S 2E3

pecial Services for Students with isabilities

pecial Services' goal is to facilitate the nclusion of students with hidden or obvious isabilities and health considerations into niversity life. Students first meet with an intake ounsellor to discuss their individual needs. here appropriate, students may then meet with ne of the professionals on staff such as the daptive Equipment Coordinator, Learning isability Specialist or Occupational Therapist to stablish strategies and, if necessary, etermine accommodations. All discussions are onfidential. The service offers liaison with cademic and administrative units within the niversity and with off-campus gencies. As well, for those eligible, the service rovides a wide range of support including lternative test and examination arrangements, otetaking services, on-campus transportation, ersonal counselling, workshops, adaptive quipment and assistive devices. Information nd resource materials on health conditions and isability related issues are available.

he office is located at the address below: iaison officers are available at Scarborough and rindale Colleges.

he Koffler Student Services Centre
14 College Street
oronto, Ontario M5T 2Z9.
elephone (416) 978-8060, (Voice)
.D.D. (416) 978-1902
AX (416) 978-8246

exual Harassment Education, ounselling and Complaint Office

he Sexual Harassment Education, Counselling, nd Complaint Office administers the niversity's Sexual Harassment Policy by oviding advice, education, and information to e university community, counselling all parties complaints, and mediating complaints about arassment based on sex or sexual orientation.

he policy covers all members of the university. ll complaints and requests for information are ept completely confidential unless the dividuals involved approve otherwise. Contact:

HECC Office
d floor, 40 Sussex Avenue
oronto, Ontario M5S 1J7
elephone: (416) 978-3908
ax: (416) 971-2289

Hart House

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4411 for information on recreation activities, fitness testing, and lockers. Hart House is open 7:00 a.m. to midnight every day of the year. Food services are available.

International and Canadian Student Exchanges

Students from all faculties and departments are encouraged to participate in the international and Canadian exchanges offered through the International Student Exchange Office.

•**International exchanges** include universities in the following countries:

Barbados
France
Germany
Hong Kong
Jamaica
Japan
Singapore
Taiwan
Trinidad
United Kingdom

•**Canadian exchanges** include:

McGill University
McMaster University
Queen's University
Université Laval
Université de Montreal
University of Alberta
University of British Columbia
University of Waterloo
University of Western Ontario.

Awards are available for some exchanges. For more information and application forms, contact:
International Student Exchange Office
Office of the Vice-President and Provost
Koffler Student Services Centre, Room 307K
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 946-3138
FAX: (416) 978-6110
www: http//library.utoronto.ca/www/student_exchange/
e-mail: student.exchange@utoronto.ca

Ontario College of Teachers/L'Ordre des enseignantes et des enseignants de L'Ontario
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: (416) 961-8800
1-888-534-2222
FAX: (416) 961-8822
e-mail: info@oct.on.ca
Internet: www.oct.on.ca

L'Association Des Enseignantes Et Des Enseignants Franco-Ontariens (AEFO)
681 Belfast Road
Ottawa, Ontario K1G 0Z4
Telephone (613) 244-2336

Federation of Women Teachers' Association of Ontario (FWTAO)
1260 Bay Street, Third Floor
Toronto, Ontario M5R 2B8
Telephone (416) 964-1232

Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8
Telephone (416) 925-2493

Ontario Public School Teachers' Federation (OPSTF)
5160 Orbitor Drive
Mississauga, Ontario L4W 5H2
Telephone (905) 238-0200

Ontario Secondary School Teachers' Federation (OSSTF)
60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone (416) 751-8300

Ontario Teachers' Federation (OTF)
1260 Bay Street, #700
Toronto, Ontario M5R 2B5
Telephone (416) 966-3424

Qualification Evaluation Council of Ontario (QECO)
1260 Bay Street
Toronto, Ontario M5R 2B9
Telephone (416) 323-1969

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

FACULTY OF ARTS AND SCIENCE

•Erindale College

Exceptionality in Human Learning

The four year specialist undergraduate degree program provides a good preparation for applicants to the OISE/UT Bachelor of Education program or the Master of Arts in Chil Study and Education program (for kindergarten to grade 6).

•Scarborough College

Cognitive Science

A four year undergraduate degree program whic provides a good preparation for applicants to th OISE/UT Master of Arts in Child Study and Education program (for kindergarten to grade 6

The Early Teacher Project

A four year undergraduate degree program in th Physical Sciences and in French Language Education leading to admission to the OISE/UT Bachelor of Education degree program (for grades 7 to 12).

FACULTY OF MUSIC

Music Education

A four year undergraduate degree program in music education which provides a good preparation for music applicants to the OISE/U preservice teacher education degree programs

SCHOOL OF PHYSICAL AND HEALTH EDUCATION

Physical and Health Education

A four year undergraduate degree program whi provides a good preparation for physical and health education applicants to the OISE/UT Bachelor of Education degree program.

WOODSWORTH COLLEGE

Certificate in Teaching English as a Second Language

A program of interest to applicants for teacher education and to those who wish to teach in thi particular field of education.

egrees Offered by the University 1997/98

ndergraduate Degrees	**Faculty/School**
achelor of Applied Science (B.A.Sc.)	Applied Science & Engineering
achelor of Architecture (B.Arch.)	Architecture & Landscape Architecture
achelor of Arts (B.A.)	Arts & Science & Scarborough College
onours Bachelor of Arts (Hon. B.A.)	Arts & Science & Scarborough College
achelor of Commerce (B.Com.)	Arts & Science & Management Scarborough College
achelor of Science in Dentistry (Dental Hygiene) (B.Sc.D.)	Dentistry
achelor of Education (B.Ed.)	OISE/UT
achelor of Landscape Architecture (B.L.A.)	Architecture & Landscape Architecture
achelor of Physical & Health Education (B.P.H.E.)	Physical & Health Education
achelor of Science (B.Sc.)	Arts & Science & Scarborough College
onours Bachelor of Science (Hon. B.Sc.)	Arts & Science & Scarborough College
achelor of Science (Occupational Therapy) (B.Sc.OT.)	Medicine
achelor of Science (Physical Therapy) (B.Sc.PT.)	Medicine
achelor of Laws (LL.B.)	Law
achelor of Music (Mus. Bac.)	Music
achelor of Music in Performance (Mus. Bac. Perf.)	Music
achelor of Science in Nursing (B.Sc.N.)	Nursing
achelor of Science in Pharmacy (B.Sc.Phm.)	Pharmacy
octor of Dental Surgery (D.D.S.)	Dentistry
octor of Medicine (M.D.)	Medicine
octor of Pharmacy (Pharm.D.)	Pharmacy

raduate Degrees:

he School of Graduate Studies is responsible for all graduate studies and for developing and plementing appropriate regulations and operating procedures. Each student is enrolled in one of e graduate departments/ centres/institutes which offer graduate study and in the case of mbined programs, one of the faculties.

egree	**Faculty/Department/ Centre/Institute**
aster of Applied Science (M.A.Sc.)	Departments in Applied Science & Engineering Geology
aster of Engineering (M.Eng.)	Departments in Applied Science & Engineering
aster of Arts (M.A.)	Departments in Arts and Science Comparative Literature Criminology Departments in OISE/UT Drama History and Philosophy of Science and Technology Medieval Studies Music Russian and East European Studies South Asian Studies
aster of Arts in Child Study and Education	OISE/UT (HDAP)
aster of Business Administration (M.B.A.)	Management
chelor of Laws & Master of Political Science L.B./M.A.)	Law/Arts & Science
aster of Arts in Teaching (M.A.(T))	OISE/UT (CTL)

Degrees Offered by the University 1997/98

Master of Management & Professional Accounting (M.M.P.A.)	Erindale College
Bachelor of Laws & Master of Business Admin. (LL.B./M.B.A.)	Law/Management
Master of Education (M.Ed.)	Departments in OISE/UT
Master of Health Science (M.H.Sc.)	Clinical Biochemistry
	Clinical Biomedical Engineering
	Community Health
	Speech Language Pathology
Master of Industrial Relations (M.I.R.)	Industrial Relations
Master of Laws (LL.M.)	Law
Master of Studies in Law (M.S.L.)	Law
Master of Information Studies (M.I.St.)	Information Studies
Master of Museum Studies (M.M.St.)	Museum Studies
Master of Music (Mus.M.)	Music
Master of Nursing (M.N.)	Nursing Science
Master of Science (M.Sc.)	Departments in Arts & Science
	Departments in Medicine
	Dentistry
	Medical Science
	Nursing Science
	Pharmacy
Master of Science in Biomedical Communications (M.Sc.BMC)	Institute of Medical Science
Master of Science in Forestry (M.Sc.F.)	Forestry
Master of Forest Conservation (M.F.C.)	Forestry
Master of Science in Planning (M.Sc.Pl.)	Geography
Master of Social Work (M.S.W.)	Social Work
Bachelor of Laws & Master of Social Work (LL.B./M.S.W.)	Law/Social Work
Master of Philosophy (Phil.M.)	History of Art
Doctor of Education (Ed.D.)	Departments in OISE/UT
Doctor of Juridical Science (S.J.D.)	Law
Doctor of Music (Mus.Doc.)	Music
Doctor of Philosophy (Ph.D.)	Departments in Arts and Science
	Departments in Applied Science & Engineering
	Departments in Medicine
	Comparative Literature
	Criminology
	Dentistry
	Departments in OISE/UT
	Forestry
	History & Philos. of Sci. & Tech.
	Industrial Relations
	Information Studies
	Management
	Medical Science
	Medieval Studies
	Music
	Pharmacy
	Social Work
Doctor of Dentistry & Doctor of Philosophy (D.D.S./Ph.D.)	Dentistry/An appropriate department
Bachelor of Laws & Doctor of Philosophy (L.L.B./Ph.D.)	Law/Arts & Science (Economics)
Doctor of Medicine & Doctor of Philosophy (M.D./Ph.D.)	Medicine/An appropriate department

oronto School of Theology	Faculty/Department/ Centre/Institute
aster of Divinity (M.Div.)	Toronto School of Theology
aster of Religious Education (M.R.E.)	Toronto School of Theology
aster of Religion (M.Rel.)	Toronto School of Theology
aster of Theology (Th.M.)	Toronto School of Theology
octor of Theology (Th.D.)	Toronto School of Theology

ndergraduate Certificate/Diploma Programs	Faculty/Department/ Centre/Institute
iploma in Technical Education	OISE/UT
ertificate in Business	Woodsworth & Scarborough College
ertificate in Criminology	Woodsworth
ertificate in Law Enforcement & Administration	Woodsworth
ertificate in Personnel & Industrial Relations	Woodsworth
ertificate in Teaching English as a Second Language	Woodsworth
rtist Diploma	Music
ertificate as a Nurse Practitioner (Primary Health Care)	Nursing

raduate Certificates/Diploma Programs	Faculty/Department/ Centre/Institute
iploma in Dental Anaesthesia	Dentistry
iploma in Dental Public Health	Dentistry
iploma in Endodontics	Dentistry
iploma in Oral Pathology and Medicine	Dentistry
iploma in Oral Radiology	Dentistry
iploma in Oral & Maxillofacial Surgery & Anaesthesia	Dentistry
iploma in Orthodontics	Dentistry
iploma in Paediatric Dentistry	Dentistry
iploma in Periodontology	Dentistry
iploma in Prosthodontics	Dentistry
iploma in Child Psychiatry	Medicine
iploma in Clinical Chemistry	Medicine
ertificate in Teaching of Occupational Therapy	Medicine
ertificate in Teaching of Physical Therapy	Medicine
ertificate in Public Health	Medicine
iploma in Industrial Health	Medicine
iploma in Operatic Performance	Music
iploma in Gerontology	Woodsworth
iploma in Social Work Research	Social Work
ertificate as an Acute Care Nurse Practitioner	Nursing

OTE: Graduate diplomas and certificates are not part of the School of Graduate Studies

Officers of the University (partial list)

Chancellor
The Honourable H.N.R. Jackman, C.M., K.St.J., B.A., LL.B., LL.D.

Chair, Governing Council (Acting)
F. Anthony Comper, B.A., D.Hum.L.

President and Chief Executive Officer
J.R.S. Prichard, O.C., M.B.A., LL.B., LL.M., Ph.D. (Hon.), LL.D.

Vice-President & Provost
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Vice-President, Administration and Human Resources
M.G. Finlayson, B.A., M.A., Ph.D.

Vice-President and Chief Development Officer
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Vice-Provost, Relations with Health Care Institutions
A. Aberman, M.D., F.R.C.P. (C)

Vice-Provost, Planning and Budget
D. McCammond, B.Sc., Ph.D.

Vice-Provost, Students
TBA

Vice-Provost
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Assistant Vice-President, Government and Institutional Relations
TBA

Assistant Vice-President, Research Services
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Assistant Vice-President, Student Affairs
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Assistant Vice-President, Operations and Services
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Chief Financial Officer
R.G. White, C.M.A.

Secretary of the Governing Council
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Chief Librarian
C. Moore, B.A., M.L.S.

University Ombudsperson
Irene Birrell (Acting)

Status of Women Officer
Rona Ambramovitch, Ph.D.

Sexual Harassment Officer
P.M. Stamp, B.A.

Director of Admissions and Awards ar Associate University Registrar
K.J. Swift, B.Sc., M.Ed.

Acting Director of Athletics and Recreation
B. Kidd, B.A., A.M., M.A., Ph.D.

Director of Career Centre
M. Van Norman, B.A., M.A.

Coordinator of Counselling and Learning Skills Service
Sam Minsky

Family Care Advisor
J. Nolan

Coordinator of Family Housing
E. Giles

Acting Director of Health Services
S. Taman, M.D.

Director of International Student Centre
E. Patterson, B.A.

Coordinator of Off-Campus Housing and Residence Information Services
P. Karimalis

Coordinator of Special Services to Persons with a Disability
TBA

Coordinator, Office of Aboriginal Student Services and Programs
R. Bobiwash

Director of Statistics, Records, and Convocation
P.F. Leeney, B.A., M.A.

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CALENDAR 1997

January

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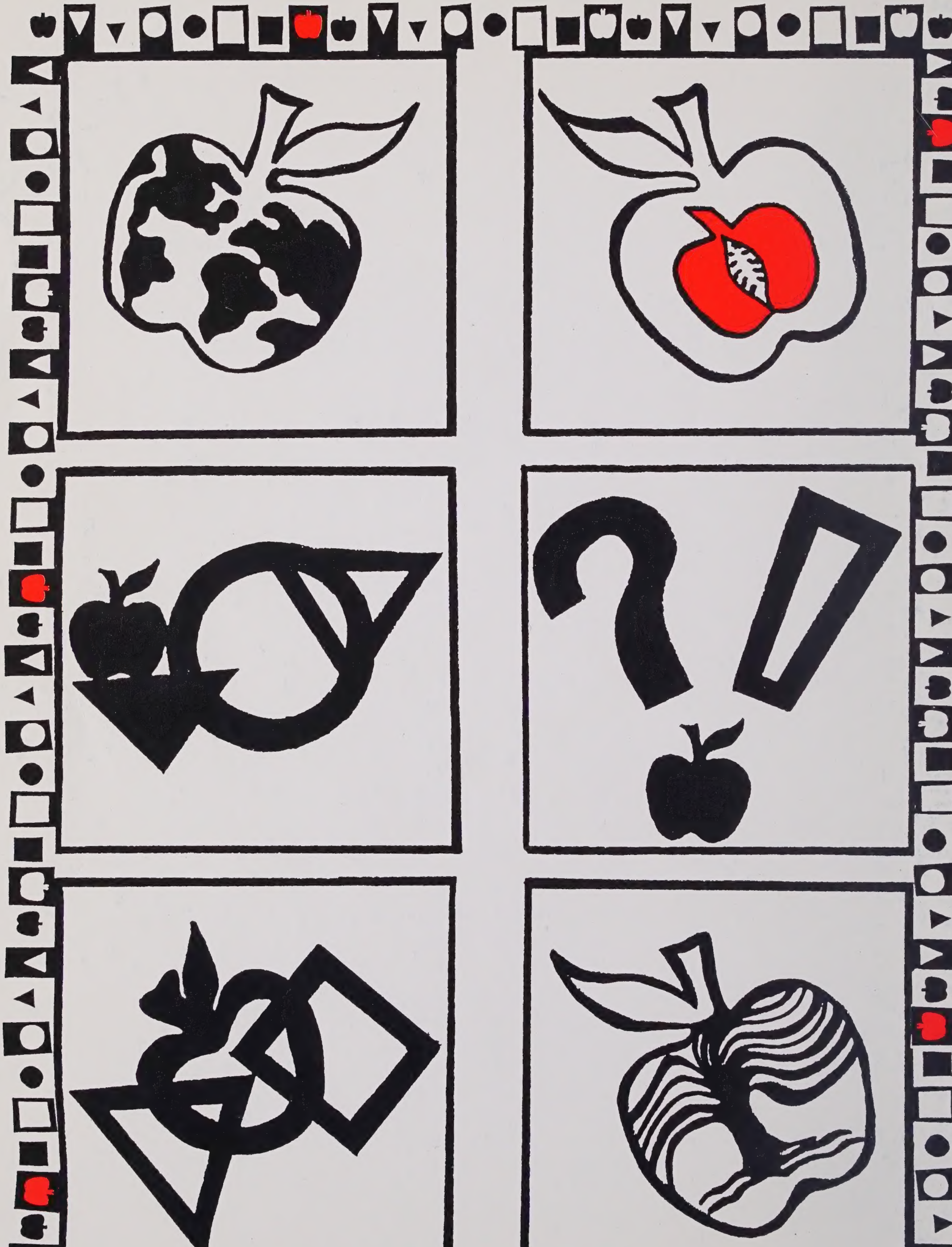
IMAGES OF TEACHING AND LEARNING



Arts Specialist Design Team '97

SEE INSIDE FRONT COVER

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Preservice Teacher Education

Calendar

1998/99

ACKNOWLEDGEMENT

The design of the OISE/UT Bachelor of Education/Ontario Teacher's Certificate two-year teacher education Pilot Program (1995-97), was informed by six key images of the effective teacher. Students in the Elementary Education division of the Pilot Program designed a poster which represented these key images. This poster is reproduced on the back cover of this year's Calendar. Each square represents one of the six key images as detailed below.

We gratefully acknowledge the work of the Pilot Program Elementary Arts Specialist Design Team - Zelia Capitao, Marianne Di Cio, Rochelle Garcia, Suzanne Horvath, Winnie Hunsburger, Jennifer Kelly, Anne-Marie Korber - and their advisor, Al Downs, in producing this poster. We wish to also gratefully express our thanks to Professor Carol Rolheiser and Kim Gordon, Coordinators of the Two-Year Elementary Teacher Education Pilot Program, who approved our use of the poster design.

IMAGES OF TEACHING AND LEARNING

Working with **all** students in an equitable, effective and caring manner by respecting diversity in relation to ethnicity, race, gender, and special needs of each learner.

Developing and applying knowledge of curriculum, instruction, principles of learning, the use of technology, and evaluation needed to implement and monitor effective and evolving programs for all learners.

Appreciating and practising the principles, ethics and legal responsibilities of teaching as a profession.

Being active learners who continuously seek, assess, apply and communicate knowledge as reflective practitioners throughout their careers.

Initiating, valuing and practising collaboration and partnerships with students, colleagues, parents, community, government, and social and business agencies.

Developing a personal philosophy of teaching which is informed by and contributes to the organizational, community, societal and global contexts of education.

Office of the Registrar

Preservice Teacher Education Programs

Bachelor of Education and Diploma in Technical Education/ Ontario College of Teachers Certificate of Qualification Programs

371 Bloor Street West (at Spadina), Toronto, Ontario M5S 2R7

Admissions	978-8833
E-mail:	preservice_admis@tednet.oise.utoronto.ca
Web Address:	http//www.oise.utoronto.ca/
Registered Students	978-5990
E-mail:	preservice_admitted@tednet.oise.utoronto.ca
Transcripts & Records	978-5577
E-mail:	transcripts_feut@tednet.oise.utoronto.ca
FAX	971-2755

Master of Arts in Child Study and Education/ Ontario College of Teachers Certificate of Qualification Program

(See information on Graduate Studies in Education below)

Graduate Studies in Education

252 Bloor Street West, Toronto, Ontario M5S 1V6

Admissions & Registration	923-6641 ext. 2663/2664
Transcripts & Records	978-2383
TTD	926-4760
FAX (Grad Studies)	323-9964
FAX	926-4725
Cable Address	OISETOR
E-mail	gradstudy@oise.utoronto.ca
Web Address:	http//www.oise.utoronto.ca/

Continuing Education Program for Teachers

371 Bloor Street West (at Spadina), Toronto, Ontario M5S 2R7

Admissions & Registration	978-5988
Transcripts & Records	978-5577
FAX	971-2755
E-mail:	aq_regoffice@tednet.oise.utoronto.ca
Web Address:	http//www.oise.utoronto.ca/

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LIBRARY
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OISE/UT

Admissions Policy Statement
In keeping with the Policies and Principles for Admission to the University of Toronto, OISE/UT is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Admission of International Students
OISE/UT welcomes qualified international students. Efforts are made to meet their special needs insofar as resources permit. International students and others who are not candidates for an Ontario College of Teachers Certificate of Qualification must comply with such conditions of admissions as the Faculty Council of OISE/UT may determine.

Applications are encouraged from visible minorities, differently abled persons, women in non-traditional subject areas, males interested in primary school teaching, aboriginal persons and native speakers of French.

Calendar Limitations
The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient.

Changes in Courses
For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and corequisites, grading policies and timetables without prior notice.

Changes in Programs of Study

The programs of study that our calendar lists and describes are available for the years to which the calendar applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonably possible advance notice and alternative instruction will be given. The University, however, will not be liable for any loss, damages, or other expenses that such changes might cause.

Changes in Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations relating to OISE/UT preservice teacher education programs are displayed herein. Applicable University policies are either fully displayed or listed herein.

In applying to OISE/UT the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the calendar.

Copyright in Course Lectures

Students wishing to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

Student Number

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to student numbers. The University assumes and expects that students will protect the confidentiality of their student numbers.

Satisfactory Evidence of Freedom from Tuberculosis

Applicants who receive an offer of admission to the OISE/UT preservice teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) before registration. The test must:

- have been done during the 12 months prior to the start of the program

- clearly show the date(s) when the tuberculin test was administered and include the following result(s):

  - a negative tuberculin or 'skin test',

    OR

  - a positive tuberculin or 'skin test', followed by a normal chest X-Ray,

    OR

  - a normal chest X-Ray

- show the name of the doctor or testing agency

- be signed and dated by an authorized health professional currently practicing in Canada.

NOTE:

1. Immunization cards and self-evaluated test results are not acceptable.

2. Candidates will not be allowed to register in the program if the proof of freedom from active tuberculosis is missing or incomplete.

Sessional Dates 1998/99 B.Ed./Dip.T.Ed. and O.C.T. C. of Q. Programs

1998

September 2, 3	Registration - B.Ed. and Diploma in Technical Education Programs
September 4	University closed
September 7	University closed - Labour Day
September 8	Classes begin
September 21	Last day for course and section changes (Full Year and First Term courses)
October 12	University closed - Thanksgiving Day
October 13, 14	I/S In Schools
October 15, 16	I/S In Faculty
October 19 - November 13	Practice Teaching (P/J, J/I, I/S)
October 31	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the First Term
November 13	Deadline for withdrawal without academic penalty (First Term Courses)
December 9	Safe Schools Day (I/S)
December 11	Classes end
December 14, 15, 16	Employment Preparation Conference - No classes
December 23	University closed until January 4, 1999

1999

January 4	Classes resume
January 15	Second installment of fees due
January 15	Last Day for course and section changes (Second Term courses)
January 31	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Second Term
February 22, 23, 24	I/S In Schools
February 22 - April 1	Practice Teaching (P/J, J/I)

1999 (continued)

February 25, 26	I/S In Faculty
March 1 - April 1	Practice Teaching (I/S)
March 15 - 19	March break in the Ontario school system - no OISE/UT classes
March 31	Deadline for withdrawal without academic penalty (Full Year and Second Term courses)
April 2	University closed - Good Friday
April 5	No classes - Easter Monday
April 28	Classes end
May 21	University closed
May 24	University closed - Victoria Day

1998

Note: Students in this program are also subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE/UT Bulletin and the School of Graduate Studies Calendar for further information.

July 31	Deadline for adding 1998/99 Winter Session, first-term and full-year courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
August 3	Civic Holiday (offices closed, 1998 Summer Session classes rescheduled)
August 7	Last day of 1998 Summer Session (July/August) lectures
August 17	Registration for 1998/99 Winter Session begins
September 4	University closed
September 5	Deadline for submission of Individual Reading and Research course approval forms for 1998/99 Winter Session, first-term and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 7	University closed - Labour Day
September 8	1998/99 Winter Session lectures begin
September 11	1998/99 Winter Session registration, which includes tuition fee payment, ends. After this date, a Late Registration Fee will be charged
September 16	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for Masters' degrees to be awarded at Fall Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
September 30	Grade submission date for 1998 Summer Session courses. (Grades will be mailed to students toward the end of October)
October 2	Deadline for adding 1998/99 Winter Session, first-term and full-year courses
October 12	University closed - Thanksgiving Day (classes rescheduled)
October 30	Deadline for withdrawing from 1998/99 Winter Session, first-term courses without academic penalty
November 15	Deadline for part-time Special Students to submit application forms and all pertinent documents for application to the 1998/99 Winter Session, second term (January/April)
November 25 - 26	Fall Convocation
December 4	Last day of lectures of the 1998/99 Winter Session, first-term courses

1998 (continued)

December 11	Deadline for adding 1998/99 Winter Session, second-term courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
December 14, 15, 16	Employment Preparation Conference
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 1998/99 Winter Session, second term, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 23	University closed until January 4, 1999

1999

January 4	Lectures begin for the 1998/99 Winter Session, second term
January 8	Deadline for registration, including tuition fee payment, for students beginning their programs in the 1998/99 Winter Session, second term. After this date a late registration fee will be charged
January 15	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 1999 Summer Session or the 1999/2000 Winter Session. While applications will be accepted after this date, no guarantee that the application will be considered for admission to either degree programs or courses can be given.
January 15	Deadline for receipt of applications for a 1999/2000 Winter Session Graduate Assistantship (for full-time study only)
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the Masters' degree if they are to receive one year of the required "full-time study" credit towards the Ph.D. (The information is needed by the Registrar's Office, Graduate Studies Registration Unit, by this date to allow for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 17	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 19	Grade submission date for the 1998/99 Winter Session, first-term courses. (Grades will be mailed to students in mid-February)
January 20	Deadline for INC designation for 1997/98 Winter Session, first-term courses to be changed to a regular grade or a failure

1999 (continued)

January 22	Deadline for adding 1998/99 Winter Session, second-term courses
February 26	Deadline for withdrawing from the 1998/99 Winter Session, second-term and full-year courses without academic penalty
March TBA	Graduation "in absentia" (dates to be announced)
March 15-19	Pre-enrolment forms for 1999 Summer Session and 1999/2000 Winter Session for continuing students will be mailed
March 15-19	Midwinter (March) break in the Ontario school system (no OISE/UT classes scheduled)
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 2	University closed - Good Friday
April 8	Last day of 1998/99 Winter Session lectures
April 12	Continuing students should pre-enrol in courses for both 1999 Summer Session and 1999/2000 Winter Session (first- and second-term) prior to this date. Maximum enrolment may be reached in some courses well before this date
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
May 21	University closed
May 24	University closed - Victoria Day
May 20	Grade submission date for 1998/1999 Winter Session second-term and full-year courses. (Grades will be mailed to students in mid-June)
May 30	Deadline for INC designation for 1998 Summer Session courses to be changed to a regular grade or a failure
June TBA	Spring Convocation (dates to be announced)

Dean

Michael G. Fullan, Ph.D. (Toronto)

Associate Deans

Ruth Hayhoe, Ph.D. (Toronto)
Angela Hildyard, Ph.D. (Toronto)
M. Anne Millar, M.Ed. (Queen's)

Adult Education, Community Development and Counselling Psychology (AECDCP)

Budd L. Hall, Ph.D. (UCLA), Prof., Chair
Lana Stermac, Ph.D. (Toronto), Prof., Assoc. Chair

Sabir A. Alvi, Ph.D. (Indiana), Prof.
Clive M. Beck, Ph.D. (New England), Prof.
Ray Blanchard, Ph.D. (Illinois), Assoc. Prof.
Bruce Cassie, Ph.D. (SUNY), Assoc. Prof.
Ardra Cole, Ed.D. (Toronto), Assoc. Prof.
Joseph P. Farrell, Ph.D. (Syracuse), Prof.
Peter Gamlin, Ph.D. (Cornell), Prof.
J. Roy Gillis, Ph.D. (Queen's), Assist. Prof.
Mary Alice Guttman, Ph.D. (Wisconsin), Prof.
David Hunt, Ph.D. (Ohio State), Prof.
J. Gary Knowles, Ph.D. (Utah), Assoc. Prof.
Marilyn Laiken, Ph.D. (Toronto), Assist. Prof.
Keith A. McLeod, Ph.D. (Toronto), Prof.
Solveiga Miezitis, Ph.D. (Toronto), Prof.
Angela Miles, Ph.D. (Toronto), Prof.
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History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the University called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Following is an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)
When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1880 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

The Institute of Child Study (ICS) was founded in 1926 as the St. George's School of Child Study, the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres, and in 1971 it became a constituent part of the Faculty of Education.

The previously described pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education (OCE), University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to The Ontario Institute for Studies in Education (OISE). In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, The Department of Computer Studies in 1968. Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT). In 1976, ICS began offering a two-year child development-based preservice program. Establishment of the Laidlaw Research Centre at ICS in 1992 further strengthened the link between research and teacher education.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T). and M.Sc.(T.) - were approved. The unique feature of these programs has been their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T). program in English and an M.Sc.(T). program in Mathematics were initiated. The M.Sc. (T) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report, **For the Love of Learning**, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsing this recommendation called for proposals for two-year, preservice teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the University's Academic Board. The program was in effect for the 1995-1997 period only and was available to up to 60 Elementary students and up to 60 Secondary students.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's field centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the University's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its field centres, OISE maintained an important presence throughout the province.

The Relationship Between OISE and FEUT

In general, OISE and FEUT pursued their mandates and activities separately over the years since 1965. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto (UT) and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue it. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the University was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by The Ontario Institute for Studies in Education, The Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the

Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)**, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It will enjoy full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual University faculties hold such status. Its departments are members of Division 2 (Social Sciences) of the University's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT will be a centre of excellence for graduate studies, research, field development, continuing and preservice teacher education in Ontario. It will also be a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, preservice and inservice teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Dean of OISE/UT

M.G. Fullan	1996 -

Summary of Programs Offered by OISE/UT

OISE/UT offers teacher education at several levels. These are summarized below. This Calendar pertains to the Preservice Teacher Education Programs only. Information regarding the Continuing Education Program and the Graduate Studies Programs can be obtained from the addresses listed below.

Preservice Teacher Education Programs

Preservice teacher education programs provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. Programs, with a few exceptions, lead to the Ontario College of Teachers Certificate of Qualification (O.C.T. C. of Q.).

Bachelor of Education Degree

Three concentrations are offered:

- Primary/Junior
- Junior/Intermediate
- Intermediate/Senior
  (General and Technological Studies)

Diploma in Technical Education (Dip.T.Ed.)

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate and Senior divisions.

Master of Arts in Child Study and Education (M.A.(CS&E))

Two concentrations are offered:

- Primary Education
- Special education

It also leads to the Ontario College of Teachers Certificate of Qualification - Primary/Junior.

The Continuing Education Program

The Continuing Education Program for Teachers offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ontario College of Teachers for holders of the Ontario College of Teachers Certificate of Qualification and Certificate of Registration.

Teachers who have received their teacher education outside of Ontario, who are seeking Ontario Certification and Registration, and who have been directed by the Ontario College of Teachers to take professional courses at a faculty of education may apply for admission to Basic Divisional Qualification courses or basic level Technological Studies courses only.

Such candidates must first attend an orientation/information session at OISE/UT and are required to submit evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 58 - 59).

The Continuing Education Additional Qualification courses offered in the Summer day session and the Winter evening session, depending on resources and demand, are as follows:

- Basic Divisional Qualification courses (Primary, Junior, Intermediate, Senior)
- One-session courses
- Three-session courses
- Honour Specialist (General Studies)
- Technological Studies (Basic, Advanced)
- Honour Specialist (Technological Studies)

Applications and Further Information

Details are found in the Continuing Education calendars available from:

OISE/UT, Office of the Registrar
Continuing Education Unit, Room 132C
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-5988
FAX: (416) 971-2775
E-mail: aq_regoffice@tednet.oise.utoronto.ca
Web address: http//www.oise.utoronto.ca/

Graduate Studies in Education

Graduate programs leading to M.Ed., M.A., Ed.D. and Ph.D. degrees are offered through OISE/UT's five departments. The Master of Arts in Teaching (English) degree, and the Master of Arts in Child Study and Education are also available. With the exception of the M.A. in Child Study and Education, graduate degrees in education at OISE/UT do not carry Ontario teacher certification.

The graduate departments are:

- Adult Education, Community Development and Counselling Psychology (AECDCP)
- Curriculum, Teaching and Learning (CTL)
- Human Development and Applied Psychology (HDAP)
- Sociology and Equity Studies in Education (SESE)
- Theory & Policy Studies in Education (TPS)

Applications and Further Information

Detailed information on graduate programs is found in the 1998/99 OISE/UT Bulletin available at:

OISE/UT, Office of the Registrar
Graduate Studies Unit
252 Bloor Street West
Toronto, Ontario, Canada, M5S 1V6
Telephone: (416) 923-6641, Ext. 2663 or 2664
TTD: (416) 926-4760
FAX: (Grad. Studies) (416) 323-9964
FAX: (416) 926-4725
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca
Web address: http//www.oise.utoronto.ca/

Laboratory Schools

The **University of Toronto Schools (UTS)** is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study and experimentation. Resources of the school are available to staff and students of OISE/UT for teaching practice, demonstration, and experiment. For further information, please contact:

The University of Toronto Schools
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-3212
FAX: (416) 978-6775
Web address: http://www.uts.oise.utoronto.ca

The **Institute of Child Study (ICS)** operates a laboratory school which is a day school for children from 3 to 12 years of age, and an Infant Centre. Both serve as resources for students in the M.A. in Child Study and Education program and for research activities. For further information about the laboratory school please contact:

The Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone (416) 978-3457
FAX (416) 978-6485
E-mail: anne_radford@tednet.oise.utoronto.ca

Bachelor of Education/ Ontario College of Teachers Certificate of Qualification Program

Note: The current program is under review. Pending approval, the program will be ten months long extending into June. Changes are expected to be in effect for the 1999/2000 academic session.

• Primary/Junior (P/J)

• Junior/Intermediate (J/I)

• Intermediate/Senior (I/S)

(For Technological Studies, see pages 34 - 39)

Ontario College of Teachers Certificate of Qualification (O.C.T. C. of Q.)

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the programs, may be recommended to the Ontario College of Teachers for an Ontario College of Teachers Certificate of Qualification (O.C.T. C. of Q.) which qualifies them to teach in Ontario schools.

Admission Requirements

Applicants must hold an approved degree from an accredited degree-granting institution, conferred not later than the fall convocation in the year of registration at OISE/UT. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year. (O.C.T. C. of Q.)

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand. Applicants must also have met the English language proficiency requirements.

Documentation

Each applicant must submit the following:

- an official transcript of all degree credit courses completed to date of application.
- evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 58 - 59).
- a completed OISE/UT preservice teacher education Applicant Profile.
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name, where applicable.

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation.

NOTE:

- Applicants who receive an offer of admission to the OISE/UT preservice teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) before registration. Please see page 4 for further details.

Applications and Further Information

Application forms and full instructions for applying may be obtained from the address below. Forms are also available on request from most Ontario University placement offices, normally beginning in September of the year prior to registration.

OISE/UT, Office of the Registrar
Preservice Teacher Education Programs
Admissions Unit, Room 132A
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-5988
FAX: (416) 971-2775
E-mail:
preservice_admis@tednet.oise.utoronto.ca

Program of Study (The current program is under review. Pending approval, the program will be ten months long extending into June. Changes are expected to be in effect for the 1999/2000 academic session.)

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

In addition to the regular in-faculty program delivery, there is a variety of school-based program delivery options which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior concentration of the program.

The Contemporary Classroom

All candidates proceeding to the Bachelor of Education degree are required to take The Contemporary Classroom EDU6100.

Curriculum and Instruction (C & I)

Candidates must select one of the following concentrations:

- Primary/Junior (junior kindergarten to grade 6)
- Junior/Intermediate (grades 4 to 10)
- Intermediate/Senior (grades 7 to 12/O.A.C.)

Prerequisites, if any, are stated in the course descriptions.

Primary/Junior (P/J)

The C & I component of this concentration is the course Primary/Junior Education EDU1420.

Junior/Intermediate (J/I)

The C & I component of this concentration comprises two courses: Junior/Intermediate Education EDU1450 and one Intermediate course from those listed below.

Design and Technology EDU1171
Dramatic Arts EDU1071
English (First Language) EDU1101
Family Studies EDU1161
French (Second Language) EDU1111
Geography EDU1441
History EDU1151
Mathematics EDU1221
Music-Instrumental EDU1231
Music-Vocal EDU1241
Physical and Health Education EDU1251
Science (General) EDU1301
Visual Arts EDU1011

Intermediate/Senior (I/S)

The C & I component of this concentration comprises two courses from those listed below.

NOTE: Candidates selecting Business Studies must choose two Business Studies courses. No other combination is acceptable.

Business Studies - Accounting EDU1340
Business Studies - Data Processing EDU1350
Business Studies - Information Management EDU1370
Business Studies - Marketing and Merchandising EDU1360
Classical Studies - Greek EDU1210
Classical Studies - Latin EDU1200
Computer Science EDU1040
Design and Technology EDU1170
Dramatic Arts EDU1070

(continued on next page)

Economics EDU1080
English (First Language) EDU1100
Environmental Science EDU1380
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Geology EDU1130
History EDU1150
Individual and Society EDU1270
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Physical and Health Education EDU1250
Politics EDU1260
Religious Education EDU1280
Science (General) EDU1300
Visual Arts EDU1010

Foundations

Candidates must take **three** Foundation courses:

The required course, **Teaching: Students, Schools and Systems EDU3161**, plus one from the area of Educational Psychology, and one from the area of Educational Policy and Foundation Studies. (See lists following)

Educational Psychology

Candidates must select **one** of the following courses:

Contemporary Issues in Educational Psychology EDU3260
Learning and Human Behaviour EDU3070
Teaching - An Interpersonal Process EDU3110
Understanding Children and Youth EDU3100
Individual Research Project (Educational Psychology) EDU3270

Educational Policy and Foundation Studies

Candidates must select **one** of the following courses:

Adult Education EDU3280
Authority and Freedom in School EDU3190
Cross-Cultural Education EDU3210
Developing a Personal Philosophy of Education EDU3140
Evaluation of Student Performance EDU3040
Foundations of Current Educational Thought EDU3165
Issues in International and Global Education EDU3131
Ontario Schools and Canadian Education EDU3202
Program Organization EDU3020
Progressive Education: Theory and Practice EDU3163
The School as a Professional Workplace EDU3164
Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162
Individual Research Project (Educational Policy and Foundation Studies) EDU3240

Practice Teaching

Practice Teaching EDU4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching.

The Elementary Education STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides opportunities to observe and work with associate teachers during weeks that are not part of practicum sessions. Depending on the option in which they are enrolled, candidates have different days or blocks of STEP. STEP days are forerunners to the practicum sessions in that candidates are in a classroom for a series of STEP days preceding a practicum session in the same classroom.

Course Descriptions

Courses in the program are described below. The numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom EDU6100 (2.5 hours)

This course will address four different aspects of contemporary classrooms: classroom management, assessment and evaluation of student performance, school law in Ontario, and special education. Students will be introduced to: methods of establishing a positive learning environment; guidelines and suggestions for assessing student learning and achievement; the legal basis of education in Ontario; and special education, with particular reference to the needs of exceptional students.

Curriculum and Instruction

Business Studies

The Business Studies program includes study in the following areas: Accounting, Data Processing, Information Management and Marketing and Merchandising. Candidates must select any two of Accounting, Data Processing, Information Management, or Marketing and Merchandising.

Prerequisites: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

Accounting Intermediate/Senior EDU1340 (4 hours)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Innovative instructional techniques along with the application of lateral thinking skills to the teaching of accounting will be emphasized. Candidates will be given the opportunity to examine various computer packages.

Data Processing Intermediate/Senior EDU1350 (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

Information Management Intermediate/Senior EDU1370 (4 hours)
The development of innovative and effective techniques of teaching modern business communications and office procedures, with emphasis on keyboarding, information processing, notemaking and Business English. Proficiency in word processing must be demonstrated.

Marketing and Merchandising Intermediate/Senior EDU1360 (4 hours)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

Classical Studies

Greek Intermediate/Senior EDU1210 (4 hours) (Not offered in 1998/99)

This course may be taken only in conjunction with Latin EDU1200. For course content see Latin EDU1200.

Prerequisites: Two university courses (6 credits) in Greek.

Latin Intermediate/Senior EDU1200 (4 hours) (Not offered in 1998/99)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.

Prerequisites: Two university courses (6 credits) in Latin.

Computer Science

Computer Science Intermediate/Senior EDU1040 (4 hours)
This course will help to prepare students for the teaching/learning process and the development of computer studies curriculum and resource material. Students will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The problem-oriented approach to computer education and the use of a programming language as a vehicle of communication will be emphasized. The course also examines methods of teaching a variety of computer topics such as structured programming, computer circuitry, and applications of computers in society. Facilities are provided for hands-on experience with microcomputers. A background in a structured programming language is advisable.

Prerequisites: Two post-secondary courses in computing, or approved field experience.

Design and Technology

Design and Technology EDU1171/1170 (7 hours) (Not offered in 1998/99)
The philosophy of contemporary technological studies; interpretation of guidelines; a review of existing programs; objectives, approaches and evaluation; preparation of lesson plans and teaching units; class management. Laboratory problems in material science and fabrication are assigned to demonstrate the teaching of skills and management of project assignments. Practice is provided in a variety of teaching methods, using materials commonly found in schools to establish safe and efficient habits in shop work. Drawing and design are introduced in the planning of projects. A background in industrial arts or technical subjects in secondary school, or related courses from community colleges, or work experience is advisable.

Dramatic Arts

Dramatic Arts Intermediate EDU1071 (2 hours) (Not offered in 1998/99)
Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU1070 (4 hours)
Drama as a means of artistic, social, and cognitive development. The philosophy and practice of drama in education; the purpose of curricular and extracurricular programs; the exploration of drama as an art form through movement, speech, improvisation, textual analysis, interpretation and scripting; the use of the media in dramatic activities; and the planning of development programs.

Prerequisites: Two university courses (6 credits) in Drama, or approved field experience.

Economics

Economics Intermediate/Senior EDU1080 (4 hours)
A series of interactive seminars on the content of modern economics and its effective communication at the secondary school level. Emphasis will be on the refining of participants' understanding of the principles of economics and on the development of an issues-oriented program to make this subject matter accessible to secondary school students. Lesson planning and unit development will be highlighted.

Prerequisites: Two university courses (6 credits) in Economics.

English (First Language)

English Intermediate EDU1101 (2 hours)
An examination of various methods used in the study of English at the intermediate level along with an exploration of recent trends in teaching English. Topics include techniques for developing and evaluating students' communication skills and basic strategies for treating language, writing, reading, literature, and media in the classroom.

Prerequisites: Two university courses (6 credits) in English.

English Intermediate/Senior EDU1100 (4 hours)
Stresses the values inherent in the study of good literature; reviews various methods of presenting literary forms such as the poem, the play, the short story and essay, and the novel. Media literacy, curriculum planning, methods of evaluating students' progress, strategies of promoting reading, and techniques for developing students' oral composition and class discussion skills are considered. Considerable attention is paid to the basic aims of teaching writing, the place and treatment of grammar, rhetoric, logic, and word study. Use of models in the development of a personal writing style is featured, as well as methods of assigning, evaluating, and correcting student writing.

Prerequisites: Two university courses (6 credits) in English.

Environmental Science

Environmental Science Intermediate/Senior EDU1380 (4 hours)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.

Prerequisites: Three university courses (9 credits) in Science, Geography or Environmental Science, or approved field experience.

Family Studies

Family Studies Intermediate EDU1161 (2 hours) (Not offered in 1998/99)
An exploration of Family Studies concepts of significance to the young adolescent in the intermediate division. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.

Prerequisites: Three university courses (9 credits) in Family Studies.

Family Studies Intermediate/Senior EDU1160 (4 hours)
An exploration of Family Studies concepts in the intermediate and senior divisions. Emphasis will be on lesson and unit planning, curriculum design and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Attention will be given to the role and scope of Family Studies education within the school curriculum. The philosophical base of the subject will be emphasized throughout the course.

Prerequisites: Three university courses (9 credits) in Family Studies.

French (Second Language)

French Intermediate EDU1111 (3 hours)
The following topics are covered as they relate to French core programs: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

French Intermediate/Senior EDU1110 (4 hours)
Opportunities are provided for students to acquire specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

Geography

Geography Intermediate EDU1441 (2 hours) (Not offered in 1998/99)

A study of learning experiences, illustrating the integration of learner characteristics, styles of learning, and instructional techniques and procedures. Emphasis is on lesson and unit planning, with particular reference to the learning needs of younger adolescents.

Prerequisites: Two university courses (6 credits) in Geography.

Geography Intermediate/Senior EDU1440 (4 hours)

Curriculum planning and program development for prospective teachers. The integration of learner characteristics, styles of learning, and instructional techniques and procedures will be illustrated in studies of learning experiences.

Prerequisites: Two university courses (6 credits) in Geography.

Geology

Geology Intermediate/Senior EDU1130 (4 hours) (Not offered in 1998/99)

The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for earth sciences will be investigated.

Prerequisites: Two university courses (6 credits) in Geology.

History

History Intermediate EDU1151 (2 hours)

A series of lectures and seminars, using Ontario College of Teachers guidelines as a basis, on the following topics: curriculum structure and organization of Canadian history for grades 7 and 8; selection of contemporary issues for English-French and Canadian-American relations; international problems of concern to Canada; approaches to the teaching of Canadian government and law; Canada's multicultural heritage with emphasis on the contribution of the British, French, and native peoples; teaching methods and evaluation techniques appropriate to the intermediate grades, with emphasis on lesson planning and sequencing.

Prerequisites: Two university courses (6 credits) in History.

History Intermediate/Senior EDU1150 (4 hours)

Lectures, demonstrations, and seminars on the following topics, with specific reference to teaching Canadian, American, European, and world history: cognitive and affective objectives; organizational approaches such as problems, themes, concepts, generalizations, inquiry, and public issues; various methods, tactics and strategies; evaluation of students; dealing with individual student differences; principles of unit development.

Prerequisites: Two university courses (6 credits) in History.

Individual and Society

Individual and Society Intermediate/Senior EDU1270 (4 hours)

Lectures, demonstrations, and seminars designed to prepare candidates to teach the secondary school course Individual and Society. Topics such as teaching methods, evaluation techniques, and resource materials will be dealt with. A brief introduction to the field of special education will be given in a series of presentations and discussions outlining fundamental teaching strategies.

Prerequisites: Two university courses (6 credits) in Psychology, Sociology, or Anthropology.

International Languages

German Intermediate/Senior EDU1140 (4 hours) (Not offered in 1998/99)

This course will provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in German and demonstrated proficiency in speaking and writing the language.

Italian Intermediate/Senior EDU1190 (4 hours)

This course consists of methodology applied to the teaching of both language and culture. Techniques for handling problems related to dialect speakers will be discussed as well as the effects of the International Languages Program (Elementary) on secondary school curricula. The programs found in Ontario secondary schools will be examined in relation to textbooks prescribed in Circular 14 and other widely used reading texts.

Prerequisites: Five university courses (15 credits) in Italian and demonstrated proficiency in speaking and writing the language.

Spanish Intermediate/Senior EDU1310 (4 hours)

A course designed to provide teachers with specific skills and corrective techniques related to language learning. The following topics are covered: methods of instruction in all linguistic skill areas, evaluation techniques, use of audiovisual materials, integrating the presentation of culture with language teaching, and general classroom procedures.

Prerequisites: Five university courses (15 credits) in Spanish and demonstrated proficiency in speaking and writing the language.

Junior/Intermediate Education

Junior/Intermediate Education EDU1450 (8 hours)

This course deals with the content and teaching methods related to curricula in Grades 4 to 8 of Ontario schools. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods, classroom management, and specific approaches to teaching art, language arts, mathematics, music, physical and health education, science, social studies, technology, and integrated studies. Everyone enrolled in EDU1450 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Mathematics

Mathematics Intermediate EDU1221 (2 hours)

A consideration of mathematics education at the intermediate level, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ontario College of Teachers Intermediate Guidelines.

Prerequisites: Two university courses (6 credits) in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (4 hours)

A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ontario College of Teachers Guidelines.

Prerequisites: Two university courses (6 credits) in Mathematics. It is recommended that candidates have studied the following areas in their university courses: calculus, linear algebra, statistics, and problem solving.

Music

Candidates may select only **one** of the following: EDU1231, EDU1230, EDU1241 or EDU1240.

Music - Instrumental Intermediate EDU1231 (3 hours)

Approaches to music learning through instrumental and vocal performance, listening, analysis and problem solving; implementation of different teaching styles; the arrangement of chamber materials for intermediate ensembles; and research into newly-published instrumental repertoire.

Prerequisites: Two university courses (6 credits) in Instrumental Music or demonstrated proficiency in brass, winds and strings.

Music - Instrumental Intermediate/Senior EDU1230 (4 hours)

Approaches to music learning involving instrumental and vocal performance, listening, analysis and problem solving; the implementation of different teaching styles; the arrangement of chamber materials for Intermediate/Senior ensembles; research into newly-published instrumental repertoire; the designing of units reflecting the aims and objectives in the Ontario College of Teachers guidelines.

Prerequisites: Two university courses (6 credits) in Instrumental Music or demonstrated proficiency in brass, winds and strings.

Music - Vocal Intermediate EDU1241 (3 hours)

An introduction to approaches involving the expansion of aural perception and musical sensitivity through sound explorations, improvisations, manipulation of musical materials and procedures, performance on orchestral instruments, listening, vocalizing, and conducting.

Prerequisites: Two university courses (6 credits) in Music, or appropriate background.

Music - Vocal Intermediate/Senior EDU1240 (4 hours)

Approaches to music learning involving vocal and instrumental performance, conducting, listening, analysis and problem solving; implementation of different teaching styles; and the design of units reflecting the aims and objectives in the Ontario College of Teachers guidelines.

Prerequisites: Two university courses (6 credits) in Music, or appropriate background.

Physical and Health Education

Physical and Health Education Intermediate EDU1251 (3 hours)

An overview of the theory and practice of teaching physical and health education. Emphasis is on methods, materials and organizational procedures appropriate to physical and health education in the intermediate division.

Physical and Health Education Intermediate/Senior EDU1250 (3 hours)

The theory and practice of physical and health education. Emphasis is on methodology, curriculum design, and organization and administration of the school physical and health education program.

Prerequisites: Two university courses (6 credits) in Physical and Health Education. Consideration will be given to equivalent field experience.

Politics

Politics Intermediate/Senior EDU1260 (4 hours)

Lectures, seminars, and demonstrations on the following topics: political science (politics) as a discipline and its place in the secondary schools; the government of Canada - machinery, process, performance, and participation; principles of course construction - group preparation and presentation of representative units selected from the Ontario College of Teachers guidelines; current events in the classroom; examination of a variety of approaches to the teaching of politics and government; motivation and evaluation of students and teachers.

Prerequisites: Two university courses (6 credits) in Political Science.

Primary/Junior Education

Primary/Junior Education EDU1420 (10 hours)

This course deals with the content and teaching methods related to curricula in the primary and the junior divisions (junior kindergarten to grade 6) of Ontario schools. Emphasis is placed on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations, field work, group assignments, and studio and gymnasium classes. Instruction is given in general methods and classroom management, as well as in specific approaches to teaching art, language arts, mathematics, music, physical and health education, science, social studies, technology, and integrated studies. Everyone enrolled in EDU1420 is required to spend a minimum of one day per week in the Student Teaching and Experience Program (S.T.E.P.) which provides opportunities for students to observe and participate in the activities of an elementary school classroom.

Religious Education EDU1280 (4 hours)
Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education.

Prerequisites: Five university courses (15 credits) in Theology or Religious Studies.

Science (General)

Science Intermediate EDU1301 (2 hours)
This course is designed to prepare teachers of science in the intermediate division (grades 7-10). It explores the teaching of selected units from the science guideline of the Ontario College of Teachers through workshops, lectures, and laboratory activities. Attention is paid to the skills of lesson planning, laboratory techniques, classroom management, questioning, cooperative small group learning, inquiry, evaluation, and to matching skills, content and strategies to student characteristics. Consideration will also be given to aims and objectives, selecting appropriate resources, multi-level classes, safety, and the maintenance and use of science equipment. During the course, candidates are exposed to science methods and content from grades 7-10.

Prerequisites: Three university courses (9 credits) in Science.

Science Intermediate/Senior EDU1300 (4 hours)
Designed to prepare teachers of biology, chemistry and physics in the intermediate and senior divisions, this course deals with the aims and objectives of science education, the Ontario College of Teachers science guidelines, the skills of lesson planning, classroom management in a lab setting, and practical teaching strategies such as questioning and cooperative small group learning. Procedures for matching content, strategies and methods of evaluation to student characteristics are discussed. Candidates participate in small group discussions, workshops and laboratory activities. During the course, candidates are exposed to science methods and content from grade 7-12.

Prerequisites: Five university courses (15 credits) in Science.

Visual Arts

Visual Arts Intermediate EDU1011 (3 hours) (Not offered in 1998/99)
Content and methods of art education at the intermediate level, including the development of art education in the modern world; studio activities in a variety of two and three-dimensional media, focusing on their application in the classroom; the visual arts, past and present, with emphasis on Canada and the use of local resources for developing awareness of design in the natural and built environment.

Prerequisites: Two university courses (6 credits) in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (4 hours)
Three major areas of study: history, philosophy and current practice of art education: instruction and practice in two and three-dimensional design in various media, with emphasis on classroom methods and the teacher's own artistic development; history of the visual arts, with emphasis on use of local resources as the basis of study in secondary schools.

Prerequisites: Two university courses (6 credits) in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Foundations

Each Foundation course is 2 hours per week if conducted over the entire academic year, or 4 hours per week if conducted in either the Fall or Spring term.

Educational Psychology

Contemporary Issues in Educational Psychology EDU3260 (Not offered in 1998/99)
This course is designed for students with a background in psychology. A wide range of recent trends in educational psychology will be examined critically. Exact topics to be considered will be determined in part by student interests and in part by instructor interest and expertise. Some possible topics are: intelligence, compensatory education, improving instruction, teaching thinking, direct instruction, mastery learning, learning styles, competency testing, criterion-referenced measurement, teacher expectancies, motivation, discipline. This is a seminar course aimed at the intensive examination of current educational issues from a scholarly psychological perspective.

Learning and Human Behaviour EDU3070
The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Teaching - An Interpersonal Process EDU3110 (Not offered in 1998/99)
The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Understanding Children and Youth EDU3100
Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Individual Research Project (Educational Psychology) EDU3270
A student with a background in psychology who wishes to engage in a field based research project must obtain the approval of the Secondary Program Coordinator prior to enrolling in this course. Assistance and guidance will be given during the course in selecting a project, in planning the study and in preparing the final report. The student, in addition, may be assigned to work with a mentor, if appropriate and acceptable.

Educational Policy and Foundation Studies

Adult Education EDU3280
A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Authority and Freedom in School EDU3190
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby confront one with the moral dimension of the school.

Cross-Cultural Education EDU3210
The course will focus upon how human rights and multicultural issues, including anti-racism, are related to teaching and learning. Among the topics that will be covered are - Ontario's multicultural policy and anti-racism strategies, school board policies, human rights education, establishing a positive learning environment, gender and class, parental and community involvement, immigrant students, English as a Second Language, and heritage language teaching.

Developing a Personal Philosophy of Education EDU3140
A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and students encouraged to develop their own positions.

Evaluation of Student Performance EDU3040 (Not offered in 1998/99)
A study of current evaluation practices in the primary, junior, intermediate, and senior divisions. The course will develop some of the theoretical issues underlying evaluation methods, and will examine the design and making of a wide variety of testing instruments. The fair assessment of individuals, comprehensive evaluation systems for schools or departments, home reporting, concepts of promotion and failure, and grading systems will also be considered. Students do not require a background in mathematics for this course.

Foundations of Current Educational Thought EDU3165
A study of current issues related to schools and schooling. Topics may include sociocultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and other significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

Issues in International and Global Education EDU3131
A study of issues that affect schooling from an international perspective. The way in which global concerns such as ideology, human rights, literacy, ethnic and religious pluralism, wealth and technology, teacher roles and the social environment are related to schooling, student development, and curriculum policy and programs will be examined. An effort will be made to relate these issues to those currently being discussed in the context of Canadian education.

Ontario Schools and Canadian Education EDU3202
A critical examination of the major social, cultural, political, and economic issues that have affected the development of education in Ontario and Canada. The course will examine these issues from an historical perspective, paying attention to changing relations between schools and their wider historical contexts over the 19th and 20th centuries. Through readings and seminar discussions, we will look at themes such as the state's role in education, the growth of the teaching workforce, relations between home, workplace, and schools, changing concepts of the family, childhood, and adolescence, and the influence of community institutions, such as religious organizations, on Ontario education. Throughout the course we will pay particular attention to the relationships of gender, class, race and ethnicity, and their influence on education developments in Ontario and Canada.

Program Organization EDU3020
An examination of current theory and practice of program organization for the primary, junior, intermediate, and/or senior divisions. Students will gain experience in identifying and selecting program objectives, in designing the physical and social settings that support learning activities, and in evaluating program effectiveness. This course will capitalize on the students' practical experiences in schools.

Progressive Education: Theory and Practice EDU3163 (Not offered in 1998/99)
The impact of the Progressive Education school of thought in North America has had a profound affect upon educational theory and educational practices. Students will explore precursors of modern progressive education, how progressive education theory and practice evolved, John Dewey as a leading exponent and thinker, the child study movement, psychology as the science of education, child centred education, and free schooling. Students will examine the impact of progressive thought on public education and educators and the schools of Ontario - on organization, methodology, curricula, and student participation.

The School as a Professional Workplace EDU3164

This course provides a perspective on teachers as professionals in the workplace and on workplace organization as it influences teachers as professionals. The course will explore different orientations to teacher professionalism and development and will centre around workplace characteristics and professional issues that support or constrain teachers' development as, for example, subject-matter specialists, skillful practitioners, users and producers of knowledge, reflective learners, and as participating members of society. The course prepares prospective teachers to understand and consider the factors that support quality teaching in daily practice and satisfaction in a long-term career.

Teaching: Students, Schools, and Systems EDU3161

NOTE: This is a required course for all students.

The knowledge, skills, and values explored in this core course are some of the basics requisite to understanding and working within the Ontario and Canadian context. Students will explore the goals or aims of schooling, structure and administrative patterns, and the foundations of curricula. Students will also examine the politics of education, for example, education and citizenship and the relationships among education, technology, and the world of work. With reference to the socio-cultural context of learning and teaching we will explore in particular multicultural or ethnic and racial issues that affect people and classrooms. Teaching and schooling will also be examined in relationship to the ethical values in society and the ethics of the teaching profession.

Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU3162

The focus of this course is on teachers' stories and on the reading, the writing and the telling of those stories. Stories of teaching and of teachers will be used to explore the interrelationship between the personal and the professional in teachers' lives and to understand the multi-faceted, richly textured nature of life as it is lived in classrooms and in schools. Narrative is understood as both a vehicle for professional development and a structure for understanding teachers' and students' lives, classroom situations, schools and systems.

Individual Research Project (Educational Policy and Foundation Studies) EDU3240

A student with appropriate background who wishes to engage in an individual research project must obtain approval of the Secondary Program Coordinator prior to enrolling in this course. A written proposal providing rationale, topic, method and research experience must be submitted for consideration during registration week. Supervision will be provided throughout the duration of an approved project.

Practice Teaching

Practice Teaching EDU4010

Candidates are assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the OISE/UT staff. A candidate absent from scheduled assignments will be required to do a make-up session immediately following the completion of the final examination period.

Assignments are made in the jurisdictions with which OISE/UT has made formal arrangements.

Locations of Practice Teaching Assignments

School Boards
(D.S.B. - District School Board)
(C.D.S.B. - Catholic District School Board)

Dufferin-Peel C.D.S.B.
Durham D.S.B.
Durham C.D.S.B.
Halton D.S.B.
Halton C.D.S.B.
Hamilton-Wentworth D.S.B.
Hamilton-Wentworth C.D.S.B.
Peel D.S.B.
Simcoe County D.S.B.
Toronto C.D.S.B.
Toronto D.S.B.
York Region D.S.B.
York C.D.S.B.

Other Location(s)
University of Toronto Schools
(Intermediate/Senior students only)

Bachelor of Education and Diploma in Technical Education/ Ontario College of Teachers Certificate of Qualification Program

• Technological Studies

Note: The current program is under review. Pending approval, the program will be ten months long extending into June. Changes are expected to be in effect for the 1999/2000 academic session.

Ontario College of Teachers Certificate of Qualification (O.C.T. C. of Q.)

Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for an Ontario College of Teachers Certificate of Qualification (O.C.T. C. of Q.). This qualifies the holder to teach technological subjects in the Intermediate and Senior divisions of Ontario schools.

Bachelor of Education Degree and Diploma in Technical Education

The degree of Bachelor of Education will be awarded to students who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario College of Teachers Certificate of Qualification, with qualifications in Technological Studies.

The Diploma in Technical Education will be awarded to students who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, subsequent to receiving this Diploma, submit to the Registrar of OISE/UT proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1975 are eligible for the Bachelor of Education degree.

Admission Requirements

Applicants must meet all four of the following admission requirements:

1. Secondary school graduation, or its equivalent as determined by the Ontario College of Teachers.

2. An acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 58 - 59).

3. One of:

- five years of wage-earning business or industrial experience in the area of Technological Studies for which you are applying (see page 37),

OR

- a combination of post-grade 12 education related to the area of Technological Studies for which you are applying, and business or industrial experience totaling at least five years. The latter must include at least two years of wage-earning experience in the selected area of Technological Studies, of which no fewer than sixteen months must have been spent in continuous employment,

OR

- at least 3700 hours of wage-earning experience and successful completion of a post-secondary education program, acceptable to the Ontario College of Teachers and which includes at least 24 months of academic studies related to the area of Technological Studies for which you are applying. This wage-earning experience need not be continuous employment.

4. Competence in one area of Technological Studies at both the basic and related advanced level. Please refer to the list of areas on page 37. See also the section concerning the Technical Proficiency Examination.

Notes on Work Experience & Academic Criteria

- 5 years work experience is required plus an Ontario Secondary School Diploma, or the Honour Graduation Diploma (or equivalent standing as determined by the Ontario College of Teachers), or an academic university degree outside the area of qualification.

- 4 years work experience is required plus a Polytechnical Institute, or College of Applied Arts and Technology one-year program, successfully completed, in the area of qualification.

- 3 years work experience plus a two-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology in the area of qualification.

- 2 years work experience plus a three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology in the area of qualification.

- 2 years work experience plus an acceptable degree in the area of qualification.

Technical Proficiency Examination (TPE)

Proof of competence in your chosen area of Technological Studies will be determined by a Technical Proficiency Examination (TPE). Candidates will be tested on the fundamental principles, operations, processes and skills of the area of Technological Studies in which certification is sought.

However, candidates who hold one of the qualifications listed below may request that the TPE requirement be waived. The TPE Coordinator will provide further information during the first month of the program.

- a Ministry of Education and Training (formerly Skills and Development) Certificate of Qualification (C of Q) accompanied by the details of the examination showing at least 70% (B) standing in the area of Technological Studies for which teaching certification is sought.

- a degree or a three-year diploma, supported by an official transcript, from a university, Polytechnical Institute or College of Applied Arts and Technology showing proof of concentrated study (a minimum of 5 full courses) in the area of Technological Studies for which teaching certification is sought.

Documentation

Each applicant must submit the following:

1. A completed Ontario Universities' Application Centre (OUAC) application form (submitted to the Application Centre in Guelph, Ontario).

2. Official transcripts from secondary school, a College of Applied Arts and Technology, a Polytechnic and/or University where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted. Note that

even if you have a university degree or college diploma, you are required to submit a transcript showing your high school courses and proof of high school graduation. If you have completed courses or certificates relevant to the area of Technological Studies for which you are applying, you may submit documentation of these qualifications for consideration.

3. A completed Technological Studies Information Folder.

4. A completed OISE/UT preservice teacher education Applicant Profile and non-refundable OISE/UT service fee.

5. Documented proof of wage-earning experience.
   - Work experience must be supported by original letters or official documents from personnel managers, and/or other persons, on company letterhead (which shows the company address), and must be specific as to the nature of work and experience, as well as years and months of duration. In the event that a company is no longer in business and the forgoing is not available, applicants should follow the procedures outlined below for self-employed applicants. The work experience must be post secondary school and in the area of Technological Studies for which you are applying. Teaching experience is not considered "work experience" as intended here.
   - Self-employed applicants must provide an original sworn statement, witnessed by a commissioner of oaths, attesting to the specific nature and duration of your work experience, a letter from your accountant, a letter from at least one major supplier of materials, at least one letter from a major client, and a copy of your business license.
   - Applicants from outside Canada should have some Canadian work experience.

6. A Ministry of Education and Training Trade Certificate of Qualification where applicable and if you wish to have this considered. This must be accompanied by details of the examination showing final mark. Photocopies are acceptable.

7. Evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 58 - 59).

8. A photocopy of a Canadian birth certificate or , in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.

9. A photocopy of a certificate of change of name, where applicable.

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation. Educational documents from other Provinces or Countries must be translated to Ontario equivalents by the Ontario College of Teachers.

- Applicants who receive an offer of admission to the OISE/UT preservice teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis before registration (required by the Ontario College of Teachers). See page 4 for further details.

Applications and Further Information

Application forms and full instructions for applying may be obtained from the address below. Forms are also available on request from most Ontario University placement offices, normally beginning in September of the year prior to registration.

OISE/UT
Office of the Registrar
Preservice Teacher Education Programs
Admissions Unit, Room 132A
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-5988
FAX: (416) 971-2775
E-mail:
preservice_admis@tednet.oise.utoronto.ca

Selection Criteria

All applicants who satisfy the admission requirements outlined in the previous section will be considered for admission. Selection will be influenced by the number of applicants and the level of qualifications which they present for consideration.

Preference is given to those applicants who have a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or a relevant current Ministry of Education and Training Trade Certificate of Qualification (C of Q). Candidates who are submitting a Ministry of Education and Training Certificate of Qualification for consideration must also submit details of the examination showing final mark.

Spring Program (Not offered in 1998/99)
This program, when offered, may be taken in two spring sessions running from the beginning of May to mid-August in successive years.

To be admitted to the final session, a candidate must teach successfully for one year following the initial session, under the supervision of OISE/UT. On successful completion of the final session, the candidate may be recommended to the Ontario College of Teachers for an Ontario College of Teachers Certificate of Qualification. Successful candidates will also be awarded either the Bachelor of Education Degree or the Diploma in Technical Education.

About Broad-based Technologies

"Technological education has moved away from a trade-specific focus to one of integration and the development of transferable skills." This is reflected in the consolidation of areas within technological studies into seven "broad-based technology" areas. The descriptions are derived from the "Curriculum Guideline: Broad-based Technological Education" prepared by the Ministry of Education and Training in 1995.

The seven areas are:

Communications Technology

Communications technology includes the study of electronic, live and graphic communications.

Construction Technology

Construction technology includes the study of residential, commercial, industrial, recreational and other built environments, including the systems required to maintain and service them.

Hospitality Services

Hospitality services includes the study of tourism and guiding, travel and accommodation, food preparation and serving, and other hospitality issues.

Manufacturing Technology

Manufacturing technology includes the study of product design, process and production planning, manufacturing processes, and quality control.

Personal Services

Personal services includes the study of health care, personal grooming, child care, and geriatric care.

Technological Design

Technological design includes the in-depth study of a variety of design processes that may be used in solving any technological challenge or problem and must focus on two or more of the other six areas of technological education.

Transportation Technology

Transportation technology includes the study of transportation by land, water, air and space, from the point of view of personal transportation, mass transit systems, and the transportation of freight and other objects.

Program of Study

Note: The current program is under review. Pending approval, the program will be 10 months long extending into June. Changes are expected to be in effect for the 1999/2000 academic session.

The program has four components with a total of 5 course credits as follows:

- **The Contemporary Classroom (0.5)**
- **Curriculum and Instruction (2.0)**
- **Foundations (1.5)**
- **Practice Teaching (1.0)**

Course Descriptions

In each case, the numeral in brackets indicates the number of lecture hours per week.

The Contemporary Classroom

The Contemporary Classroom EDU6100 (2.5 hours)

This course will address four different aspects of contemporary classrooms: classroom management, assessment and evaluation of student performance, school law in Ontario, and special education. Students will be introduced to: methods of establishing a positive learning environment; guidelines and suggestions for assessing student learning and achievement; the legal basis of education in Ontario; and special education, with particular reference to the needs of exceptional students.

Curriculum and Instruction

Principles and Methods of Teaching Technological Studies ETS1010 (4 hours)

This course is an introduction to pedagogical theory and practice appropriate to technological studies programs. Instruction and practice will be given in writing learning outcomes, planning learning activities, managing the classroom, and testing and evaluating the outcomes of instruction. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations and group assignments. Out of this practice, students will be able to synthesize a personal philosophy of Technological Studies education.

Curriculum Development for Technological Studies ETS1040 (4 hours)

This course is an introduction to the theory and practice of curriculum planning in a technological context. The course will pay particular attention to definitions of technology and curriculum, and a comparison of models of technology education. The theoretical aspects of the course will be applied to the development of a course of study, unit plans and resource materials which are sensitive to a variety of student learning styles, teaching approaches and evaluation procedures.

Foundation Studies

Candidates must take three Foundation courses.

Two required courses:
- Design Education for Technological Studies ETS3000
- Teaching: Students, Schools, and Systems EDU3161
- **plus** one from the area of Educational Psychology.

Educational Policy and Foundation Studies

Design Education for Technological Studies ETS3000 (2 hours)

The emphasis of this course is on providing the candidate with a thorough introduction to design processes; that is, the particular form of practical problem-solving which lies at the heart of all technological activity. The philosophy and the theoretical principles which underlie design education will be examined. Using a variety of contexts as starting points, candidates will apply concepts and principles in the development of activities and materials appropriate to a range of learning outcomes in technological education.

Teaching: Students, Schools, and Systems EDU3161 (2 hours)

The knowledge, skills, and values explored in this core course are some of the basics requisite to understanding and working within the Ontario and Canadian context. Students will explore the goals or aims of schooling, structure and administrative patterns, and the foundations of curricula. Students will also examine the politics of education, for example, education and citizenship and the relationships among education, technology, and the world of work.

With reference to the socio-cultural context of learning and teaching we will explore in particular multicultural or ethnic and racial issues that affect people and classrooms. Teaching and schooling will also be examined in relationship to the ethical values in society and the ethics of the teaching profession in the context of Technological Studies programs.

Educational Psychology

Candidates must select **one** of the following courses:

- Learning and Human Behaviour EDU3070
- Understanding Children and Youth EDU3100
- Teaching-An Interpersonal Process EDU3110

Learning and Human Behaviour EDU3070 (2 hours)

The application to teaching of selected areas of psychology. The first part of the course considers the teacher as communicator, and deals with memory, perception, problem solving, and attitude formation. The second part of the course makes explicit certain behavioural principles involved in learning: reinforcement, shaping, motivation, and extinction. The relationship of these concepts to the development of physical and mental skills, classroom management, and behaviour and attitude change will be examined.

Understanding Children and Youth EDU3100 (2 hours)

Life-long implications of the intellectual, socio-emotional, and physical development of the learner are introduced in this course. The interplay of community, family, and school life as they relate to teaching is considered, with emphasis on the way youngsters and adults influence one another. Opportunities will be provided for in-depth study of issues and topics chosen according to student interests.

Teaching - An Interpersonal Process EDU3110 (2 hours) (not offered in 1998/99)

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Practice Teaching

Practice Teaching ETS4010

Candidates will be assigned a minimum of forty days of practical experience in schools or other approved educational settings for observation and practice teaching. This practicum is conducted under the joint tutelage of appointed associates in the field and members of the OISE/UT staff. A candidate absent from scheduled assignments will be required to do a make-up session at the end of the year.

Institute of Child Study (ICS)

• Master of Arts in Child Study and Education

The Institute of Child Study (ICS) is a center of professional training in Childhood Education. Its program in elementary teaching education is regarded as a leader in the field. The program, leading to the M.A. in Child Study and Education, accommodates approximately 80 students. The I.C.S. Laboratory School, for children from 3 to 12 years, and its Infant Center serve as resources for students in the teacher education program, and are also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study - the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centers. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the Laboratory School and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

Although graduate study in Psychology had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years. In 1996/97 the program became the Master of Arts in Child Study and Education.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate students with a variety of undergraduate backgrounds. The academic program for all students includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in practice. In 1971 the Institute became a constituent of the Faculty of Education, bringing together, psychological and educational issues in the study of children. In July 1996, it became a center of the Department of Human Development and Applied Psychology of the Ontario Institute for Studies in Education of the University of Toronto.

Note: Students in this program are also subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE/UT Bulletin and the School of Graduate Studies Calendar for further information.

Two-Year Program

The two-year M.A. offers a unique, research-based teacher education experience. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario College of Teachers Certificate of Qualification and for Part 1 of the three session qualification in Primary Education. This qualifies the holder to teach in the primary and junior divisions of Ontario Schools. Graduates who have successfully completed HDP4280, Introduction to Special Education and Adaptive Instruction (formerly EDT4280), will also be recommended for Part 1 (core 1 and core 2) of the three session qualification in Special Education.

There are two concentrations in the two-year program:

•Primary Education

Students wishing to be eligible for Part 2 of the three session Primary Education qualification will complete 6-week, first-year placements in kindergarten/early childhood, grade 1-3, and grade 4-6 settings, plus at least one other 6-week placement during their first year of study. Students will complete a second-year internship in an elementary classroom in their second year of study. Students completing this program will be eligible for Part 2 after one year's successful teaching experience as attested by the appropriate supervisory officer.

•Special Education

Students wishing to be eligible for Part 2 of the three-session Special Education program will complete at least one 6-week, first-year placement in a special education setting in addition to 6-week placements in kindergarten/early childhood, grade 1-3, and grade 4-6 settings. Students will complete a two-part, second-year internship in integrated and withdrawal special education settings. In addition, students will elect course HDP1285 Psychology and Education of Children with Learning Disabilities, and a second approved special education elective course in their second-year program. Students completing this program will be eligible for Part 2 after one year's successful teaching experience as attested by the appropriate supervisory officer. Certificates will be endorsed for Learning Disabilities, and the second area elected by the student following Ontario College of Teachers Guidelines.

Admission Requirements

Admission to the two-year M.A. program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree. The usual admission standard is standing equivalent to a University of Toronto mid-B or better. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions. **Selected candidates will be interviewed.** Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1. a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

2. a photocopy of a certificate of change of name where applicable

3. satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) See page 4 for further details.

Program Requirements

The two-year M.A. program is comprised of the equivalent of 16 half-courses, including practica and is normally undertaken on a full-time basis. The required courses are:

HDP2200	Child Study: Observation, Evaluation and Reporting
HDP2201	Childhood Education Seminar (full course)
HDP2202	Childhood Education Seminar II: Advanced Teaching
HDP2210	Introduction to Curriculum
HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Math and Science, Children's Epistemologies
HDP2220	Teaching Practicum (full course)
HDP2221	Advanced Teaching Practicum I,
HDP2222	Advanced Teaching Practicum II
HDP2230	Designing Educational Programs.

The remaining four courses are electives. In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

One-Year Program

This program is offered only to students who hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education. The one-year M.A. program is intended to further develop an academic-inquiry oriented approach to children and learning. The program will also provide good preparation for students who may be interested in pursuing further graduate study.

Admission Requirements

In addition to the admission requirements stated previously for the two-year program, applicants to the one-year M.A. must also hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education.

Program Requirements

The one-year M.A. program is comprised of eight half-courses and may be undertaken on a full- or part-time basis. The required courses are:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Math and Science, Children's Epistemologies.

The remaining courses are electives. For students who may be interested in further graduate study, it is strongly recommended that they include as part of their elective courses a course in research design and measurement and a course in statistics, plus complete a Qualifying Research Paper (QRP) that includes empirical field work.

Application forms and requests for further information for both the one-year and two-year programs may be obtained from:

OISE/UT, Office of the Registrar
Graduate Studies Admissions Unit
252 Bloor Street West
Toronto, Ontario, Canada, M5S 1V6
Telephone: (416) 923-6641, Ext. 2663 or 2664
TTD: (416) 926-4760
FAX: (416) 926-4725
FAX: (Grad. Studies) (416) 323-9964
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca

Course Descriptions

Required Courses

Note: The following courses are normally open to students in the M.A. in Child Study and Education program only.

HDP2200H Child Study: Observation, Evaluation and Reporting
A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the practitioner as critical inquirer will be emphasized.
C. Corter and Staff

HDP2201Y Childhood Education Seminar
A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements.
J. Hardacre and Staff

HDP2202H Childhood Education Seminar II: Advanced Teaching
This seminar will provide for discussion of topics and issues that emerge during students' internships (Advanced Teaching Practica I and II).
R. Volpe and Staff

HDP2210H Introduction to Curriculum
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education, and visual arts), communications, mathematics, and science.
Staff

HDP2211H Theory and Curriculum I: Language and Literacy

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical considerations of children's linguistic development from infancy onwards, and of the differences between oral and written language.
J.W. Astington and Staff

HDP2212H Theory and Curriculum II: Math and Science, Children's Epistemologies

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of science and mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
R. Case and Staff

HDP2220Y Teaching Practicum

Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
J. Hardacre and Staff

HDP2221H Advanced Teaching Practicum I

Second year Child Study and Education students carry out two internship placements each lasting eight weeks. Internships may be in classes from preschool through grade six. Through these internships students consolidate teaching skills under the supervision of a mentor teacher on site and a staff member from the Institute of Child Study. Each internship provides a total of 176 practicum hours.
Staff

HDP2222H Advanced Teaching Practicum II

Description as for HDP2221H.

HDP2230H Designing Educational Programs

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
A. Biemiller and Staff

Electives

For descriptions of elective courses, see the OISE/UT Graduate Studies in Education Bulletin available from:

OISE/UT, Office of the Registrar
Graduate Studies Unit
252 Bloor Street West
Toronto, Ontario, Canada, M5S 1V6
Telephone: (416) 923-6641, Ext. 2663 or 2664
TTD: (416) 926-4760
FAX: (Grad. Studies) (416) 323-9964
FAX: (416) 926-4725
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca

Tuition Fees

Administrative User Fees

Library Fees and Fines

The University reserves the right to alter fees and other charges described herein. Please refer to the Fees Schedule for full details on Tuition Fees and Fees Refunds.

1. The minimum first payment for the preservice teacher education program, and outstanding payments for any previous session at the University of Toronto, must be made prior to registration in September or you may not be allowed to register. Students who have applied for OSAP assistance prior to May 31, 1998, and cannot pay the required fees before receiving their OSAP funds, may obtain a temporary deferment of fees.
2. The total fee for the session is assessed to your account at registration. If you have not paid the total amount of fees owing, service charges will be assessed as follows: all outstanding balances, regardless of source of payment, or when the course or program is held, are subject to a service charge of 1.5% per month compounded, first assessed on October 15th and on the 15th of each month thereafter (regardless of the day of the week on which the 15th falls) until paid in full.
3. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. Notification of withdrawal must be made in writing to the Registrar.
4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term.

NOTE: Tuition Fees for the 1998/99 academic session had not been announced at the time that this Calendar went to press. Figures quoted are for the 1997/98 academic session.

Bachelor of Education and Diploma in Technical Education

Tuition Fees (1997/98)	$
Academic fee	
Domestic students	3,649.00
International students	11,000.00
+Non-academic incidental fees	
Domestic students	570.02
International students	570.02
University Health Insurance Program	
Domestic students	-----
International students	570.43
Total fee payable	
Domestic students	4,219.02
International students	12,140.43
Minimum first payment	
Domestic students	2,760.00
International students	7,740.00

+ Payable once per session

Master of Arts in Child Study and Education

Tuition Fees (1997/98)	$
Academic fee	
Domestic students	4,580.00
International students	11,000.00
+Non-academic incidental fees	
Domestic students	598.86
International students	598.86
University Health Insurance Program	
Domestic students	-----
International students	570.43
Total fee payable	
Domestic students	5,178.86
International students	12,169.29
Minimum first payment	
Domestic students	3,347.00
International students	7,769.00

+ Payable once per session

Administrative User Fees (1998/99)	
Advanced Standing Evaluations	58.00
Calendar for persons not registered in OISE/UT	4.00
Copy of record	13.00
Duplicate tax receipts	3.00
Faculty Service Fee	70.00
Final marks (replacement copy)	13.00
Late registration fee (plus $5.00 per day)	44.00
Letters/Forms of Confirmation	6.00
Official transcripts	6.00
Petition to re-read examination *	36.00
Petition to recalculate grade *	13.00
Re-instatement	61.00
Re-registration	24.00
Replacement of Calendar	4.00
Replacement of library card	10.00
Replacement of student card without photo	3.00
Student System Access Fee (per session)	12.00
Supplemental examinations (per course)	70.00

* (refundable if the grade is changed in the student's favour)

Library Fees and Fines (1998/99)	$
Damaged book or serial	25.00
Lost book	75.00
Lost bound serial	125.00
Lost unbound serial	75.00
Overdue fines	
• Books and serials (per day per item)	.50
• Short-term loan books and serials (per day, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Reserved/Recall books and serials (after 7 days of notice)	2.00

Financial Assistance

NOTE: Master of Arts in Child Study and Education students see also the OISE/UT Graduate Studies Bulletin

Government Financial Aid

Full-Time Students

The Ontario Student Assistance Program (OSAP) is available to Ontario residents who are Canadian citizens or permanent residents, to assist with educational and living expenses. OSAP loans are interest-free and non-repayable while the student remains enrolled in full-time studies. The Loan Forgiveness Program provides partial forgiveness of loans at graduation for students who have incurred large debt loads.

Information concerning the eligibility and assessment criteria may be obtained from:

Admissions and Awards
315 Bloor Street West
University of Toronto
Toronto, Ontario M5S 1A3
Telephone: (416) 978-2190.

Application forms are available from OISE/UT and Admissions and Awards. It is strongly recommended that students apply for OSAP assistance prior to May 31.

Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

University of Toronto Work-Study Plan

This program is funded by the University and the Ministry of Education and Training and provides on-campus part-time employment to students with financial need in second year or higher. Eligibility information and applications are available from Admissions and Awards.

Ontario Bursary for Students with Disabilities

Non-repayable assistance of up to $2,000 is available for full-time and part-time OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards.

Part-Time Students

Part-time students may also qualify for OSAP assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has established a loan program for part-time students. Unlike OSAP loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational expenses such as tuition, books, and transportation. Further information and application forms may be obtained from Admissions and Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government offers summer course bursaries for second-language teachers. This program is administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Education and Training, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Faculty Council of OISE/UT Offers bursaries ranging in value from $200 - $1000 to students registered in the preservice teacher education program who demonstrate financial need. Applications must be submitted to OISE/UT Student Services Office before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance. The majority of funds available through this bursary program are allocated to OISE/UT from the University of Toronto Undergraduate Bursary program.

M. Penelope Carter Award

This award was established by a bequest from the late Miriam Penelope Carter.

One award, to the value of the annual income of the endowment, will be granted by the OISE/UT Awards Committee to a person admitted to the preservice teacher education program in the Intermediate/Senior Divisions who will enrol in English. The recipient must have graduated from the University of Toronto with high academic standing in a Specialist or Major Program in English. In addition, the demonstrated financial need of the applicant, especially as related to family responsibilities, will be considered. The value of this award is expected to be approximately $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted to the following academic year to the Intermediate/Senior Divisions in the teacher education program and who apply for this award. The application deadline is July 1.

Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to the value of the annual income will be made to graduates of the teacher education program who are continuing in an Ontario College of Teachers certification course in Special Education at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the OISE/UT Awards Committee by April 1. (approximate value: $700 - $800)

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989.

Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students at the Institute of Child Study in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Spring competition. The competition is administered by the I.C.S. Leighton-McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program. Interested students should submit a one page proposal by October 15 or February 15 depending on the term in which they plan to attend a conference. The proposal should be given to the Chair of the Leighton-McCarthy Committee.

Prof. Arthur Louden Memorial Entrance Scholarship in Science

Mrs. Francis Drover Louden has endowed an award in honour of her husband, Prof. Arthur H. Louden, who taught Science Education at the Faculty of Education, University of Toronto, from 1944 to 1971 and was Chair of the Science Department in the Faculty from 1955 to 1971.

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to persons admitted to the Intermediate/Senior Divisions in the teacher education program who will enrol in Science and have best demonstrated high academic achievement in biology or chemistry or physics, and a desire to teach Science. The maximum value of each award is not more than $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Divisions of the teacher education program who have selected Science as a teaching subject and who apply for the award. The application deadline is July 1.

Morgan Parmenter Award in Guidance

Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968.

One or more awards, to the value of the annual income, will be granted to graduates of the University of Toronto teacher education program who are continuing in an Ontario College of Teachers additional qualification course in Guidance at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected by the OISE/UT Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the OISE/UT Awards Committee by April 1. (Approximate value: $700 - $800)

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science

Mrs. Elizabeth Peterson, Chair of the Board of Directors, Boreal Laboratories Ltd., has endowed an award in OISE/UT in honour of Dr. R. L. Peterson, 1920-1989. Dr. Peterson was a professor in the Department of Zoology at the University of Toronto, Curator of the Department of Mammalogy at the Royal Ontario Museum, a Director and Chairman of the Toronto Zoological Society and founder and Chairman of the Board of Directors of Boreal Laboratories.

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to the person admitted to the Intermediate/Senior divisions in the preservice teacher education program who will enrol in Environmental Science and Science and who best demonstrates financial need, involvement in community work and activities providing preparation for a career in teaching and who shows a desire to teach and has good academic standing. The maximum value of each award is $1000.

The recipient will be selected by the OISE/UT Awards Committee by August 1, from persons admitted for the following academic year to the Intermediate/Senior divisions of the teacher education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education

This award was established by the family of Bertha Robertson on the occasion of her 88th birthday, December 31, 1991. Mr. and Mrs. Robertson both graduated from the University of Toronto.

One or more awards to the value of the annual income of the endowment (normally $200 - $250) will be granted by the OISE/UT Awards Committee to a person or persons admitted to the preservice teacher education program in the Primary/Junior Divisions who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior Divisions, teacher education program and who apply for the award. The application deadline is July 1.

Percy H. Taçon Memorial Bursary

This bursary was established by Mrs. P. H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario Artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970.

The bursary, in the amount of $500, will be awarded annually to a student registered in the Visual Arts option of the B.Ed./O.C.T. C. of Q. Program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Candidates must apply to the OISE/UT Awards Committee by November 1.

University of Toronto Vari Scholarship

This award was established by the Honourable George W. Vari and Helen Vari.

One or more awards of **not more than** $10,000 will be made to persons admitted to the Intermediate/Senior divisions of the Bachelor of Education program. Applicants for the Vari Scholarship are expected to have an 'A' academic average on a four year degree and an outstanding Applicant Profile. Selection is also based on a letter of reference from a professor, performance on the GRE General Test, and performance on a competitive essay. To be eligible for the Vari Scholarship, applicants must have resided in Ontario for twelve months prior to the beginning of the term of study and demonstrate financial need.

Applications for the Vari Scholarship are available from the OISE/UT Office of the Registrar, Preservice Teacher Education Admissions Unit, during the application period for the Bachelor of Education program and must be submitted by the application deadline for the Bachelor of Education program.

Awards and Honours

NOTE: Master of Arts in Child Study and Education students see also the OISE/UT Graduate Studies Bulletin

The staff and students of the preservice teacher education program have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and OISE/UT. In addition, a fourth award recognizes an outstanding contribution to the life of OISE/UT. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object - a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the preservice teacher education program, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who most demonstrates 'outstanding qualities of scholarship, teaching ability, and character'.

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the preservice teacher education program. Nominations for this award may be made to the OISE/UT Awards Committee by staff and students by a deadline established each spring.

OISE/UT Commendation
This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year .

NOTE: For the following, unless otherwise stated, when an award has an endowment the value of the annual award or awards will be determined by the annual income of the endowment.

Arnolds Balins Award
A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this award is the Institute of Citizenship. It is presented annually to a student of geography in the preservice teacher education program on the basis of academic standing, concern for others, perseverance, and qualities of leadership. (Approximate value: $500 - $600)

Mark A. R. M. Crowe Memorial Award
This award was established by the family and friends of Mark Alexander Crowe, B.A., B.Ed., M.B. Mark was an Honours Graduate of Victoria College, 1977, and the Faculty of Education, 1985, University of Toronto. While saving the life of a stranger, Mark died on June 18, 1988.

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient will be a student in the Intermediate/ Senior, History and/or Politics programs who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. Financial need will be considered. The value of the award will be the annual income. (Approximate value: $500 - $600)

James W. Fair Award in Elementary Education
This award was established as a memorial to Dr. Jim Fair, who was a professor at the Faculty of Education from 1971 to 1989. He served as Assistant Dean, Chair of Elementary Education, and Chair of the Institute of Child Study.

The annual award will be made to a student in the Primary/Junior or Junior /Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of OISE/UT, and an intention to pursue further study in education. (Approximate value: $900 - $1,000)

Leighton McCarthy Memorial Scholarship
Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institute of Child Study. $500 is awarded annually to a second-year student in the Master of Arts in Child Study and Education program. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

O. E. C. T. A. Award of Excellence
The Ontario English Catholic Teachers' Association has established this award of $200 and an O.E.C.T.A. pin for the student in the preservice teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education Foundations course, and has demonstrated outstanding practice teaching and academic performance.

R. Darrel Phillips Award
This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average. (Approximate value: $100 - $250)

R. J. McMaster Award
This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program at OISE/UT. (Approximate value: $50)

William Pakenham Fellowship in Education

Dr. William Pakenham bequeathed to the University of Toronto the residue of his estate to be used as the governing body of the University may direct on behalf of the activities of OISE/UT. Accordingly, a Fellowship in Education has been established for advanced work either in the University of Toronto or in some other university approved by the Governing Council. One or more fellowships shall be awarded at such intervals and have such value (usually $5,000) as the Governing Council, on the recommendation of the Faculty Council of OISE/UT, may from time to time determine.

Applicants must, in the session following the award, pursue full-time work in education at the University of Toronto or at some other approved university.

Applicants must be residents of Ontario, hold a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of teaching experience and evidence of ability to make a contribution to elementary and/or secondary education in Canada as a result of further work. An application form may be obtained from the Registrar, OISE/UT. Completed applications must be received by March 15.

P. A. Petrie Huron County Scholarship

This award was established by a bequest from the late Mrs. Helen M. Petrie in memory of Professor P. A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the teacher education program (mathematics and/or science teaching option) at OISE/UT, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school. (Approximate value: $900 - $1000)

Alexander Pringle Seggie Award

This award was established by the late Irene Elizabeth Seggie as a memorial to her husband, Alexander Pringle Seggie, a Professor in the Faculty of Education from 1949 to 1974.

The award will be made annually to the student in the preservice teacher education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program. (Approximate value: $600 - $650)

A. P. Seggie Memorial Award

The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Vocal Music (The Changing Voice)

This scholarship is awarded to a full time student in the teacher education program who is academically eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10. (Approximate value: $750 - $850)

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)

This scholarship is awarded to a full-time student in the teacher education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration. (Approximate value: $750 - $850)

Award Winners 1997/98

Primary/Junior Award of Honour
Kathleen Ann Rainsberry Parker

Juniorl/ntermediate Award of Honour
Christina Yvette Bell

Intermediate/Senior Award of Honour
Anita Ghazariansteja

Award for Outstanding Contribution to the Life of the Faculty
Jason Michael Prohaska

Arnolds Balins Award
Sao-kham Mork

M. Penelope Carter Award
Edward Francis Jude Atherton

OISE/UT Commendation
Kalina Sun Maiden
Bridget Merideth Wilson
Chiang-Su Chang
Lisa Jane Bruce
Maria J. Manao
Kevin Leroy Auckland
Sarah G. Stratton
Mae Chiang
Stacey Lee Kerr
Sheila Wang
Mark Patrick Buckley
Shannon Lee Ellis
Sandra Jean Waldriff
Anika Chabra
Kimberly Thomas
Ho-Sung Lee
Pamela Maureen Strong
Patrizia Mastronardi
Suzanne Nancy Atkin
Vera Charlotte Teschow
Martha Lee Anderson
Vivienne Cora Kraus
Rita Teresa Bilotta
Anna Maria Muller-Cheng

Mark A. R. M. Crowe Memorial Award
Michael D'Abramo

Jeffrey Drdul Memorial Award in Special Education
Jennifer Kathleen Scott
Rebecca Anne Young

James W. Fair Award in Elementary Education
Steven Gregory Parkes

Professor Arthur Louden Memorial Entrance Scholarship in Science
Sara Margaret Austin
Christopher Todd Meyer
Cory Sakai
Sheila Wang

R. J. McMaster Award
Kendrick George House

Morgan Parmenter Award in Guidance
David Shulman

O.E.C.T.A. Award of Excellence
Elizabeth Marie Ferreira
Lorraine Bailey
Wai Shan Mak

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science
Siu Mee Cheng
Adele Kim Susan Halliday

P. A. Petrie Huron County Scholarship
Sandi Aileen Abreu

R. Darrel Phillips Award
Patricia Gail Dileo

Alexander Pringle Seggie Award
Heather Jean Davis

Bertha and Howard Roberston Entrance Scholarship in Primary /Junior
Diane Florence Brown

A. P. Seggie Memorial Award
Carmelina Nicosia

Percy H. Taçon Memorial Bursary
Karen Patricia Ayoub

Don Wright Scholarship in Vocal Music (The Changing Voice)
Paul Francis Aikins

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)
Lesley Elizabeth Mackay

Leighton McCarthy Memorial Scholarship Award in Childhood Education
Tanya Lynn Reilly
Eva Anne Rohel

Policies and Regulations

English Language Proficiency Policy

NOTE: Bachelor of Education and Diploma in Technical Education/Ontario College of Teachers Certificate of Qualification Program only. For Master of Arts in Child Study and Education, please refer to the OISE/UT Bulletin.

English is the language of instruction for all preservice teacher education courses at OISE/UT, with the exception of some Modern Language Education courses. Consequently, to be successful in these courses and in the Practicum, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. OISE/UT is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technical Education/Ontario College of Teachers Certificate of Qualification Program, as well as Ministry of Education and Training Special Student applicants to the Continuing Education Program are required to give evidence of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

•For Applicants To The Diploma In Technical Education Program
All students applying for admission to the Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program, must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iii) which follows.

•For Applicants To The Bachelor Of Education Degree Program
All students applying for admission to the Bachelor of Education/Ontario Teacher's Certificate of Qualification Program must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iii) which follows.

•For Ontario College of Teachers Special Students Applying To The Continuing Education Program
All teachers seeking Ontario Certification who have been directed by the Ontario College of Teachers to take professional courses at a faculty of education, and who apply for admission to the Continuing Education Program to complete such requirements must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iii) which follows.

B. Acceptable Tests and Required Scores

NB: All tests must have been taken within the 3 years prior to the date of application to the OISE/UT Teacher Education programs.

i) An official statement of results of **TOEFL** (Test of English as a Foreign Language) showing a minimum score of 600, **and the TWE** (Test of Written English), showing a minimum score of 6.0, **as well as the TSE** (Test of Spoken English), showing a minimum score of 55.

OR

ii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 5.

OR

iii) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 92 **and also the** Oral Interview component, showing a rating of 4.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE/UT for the respective Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program application/admission cycle. In the case of Continuing Education applicants the deadline would be that which is published for each session.

D. Information about the Tests Which are Acceptable as Evidence of English Language Proficiency

Information about the content of tests, test dates, test requirements and applicable fees may be obtained as follows:

1. **TOEFL** (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)
Educational Testing Service
P. O. Box 6151
Princeton, New Jersey
U.S.A. 08541-6151
Telephone: (609) 921-9000

2. **IELTS** (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU

- Applicants may also contact their nearest British Council Office
- The only North American IELTS test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at (519) 748-5220 ext. 603.

3. **MELAB** (Michigan English Language Assessment Battery)
English Language Institute
Testing and Certification Division
3020 North University Building
The University of Michigan
Ann Arbor, Michigan
U.S.A. 48109-1057
Telephone: (313) 764-2416/763-3452

OR

The Toronto MELAB Test Centre
(416) 946-3942

(in person)
New College, Room 2045
University of Toronto
40 Willcocks Street
Toronto, Ontario

(by mail)
New College, Room 2045
University of Toronto
21 Classic Avenue
Toronto, Ontario M5S 2Z3

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact:
OISE/UT, Office of the Registrar
Preservice Teacher Education Programs
Admissions Unit, Room 132A
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-8833.
FAX: (416) 971-2775
E-mail:
preservice_admis@tednet.oise.utoronto.ca

Grading Practices Policy - Bachelor of Education and Diploma in Technical Education Programs

NOTE: Grading Practices Policies for the following programs are printed in the calendars specific to each of those programs and are also available from the Registrar's Office:

- Graduate Studies in Education
- Continuing Education Program for Teachers

NOTE: All of the above policies are subject to change because the University's Grading Practices Policy on which these are based is under review. These changes will be effective in the 1998/99 academic year.

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:

   i) a list of all assignments, with due dates;
   ii) the weighting factor or percentage allotment for each course requirement;
   iii) a statement on the procedure used to determine final grades;
   iv) a description of the format and nature of the final examination (where applicable).

2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Office of the Dean.

3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.

4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.

5. At least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.
6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies, and when necessary may require that the grades as submitted be reconsidered. OISE/UT has the final responsibility for assigning the official course grade.

B. Evaluation Procedures - Practice Teaching

The evaluation of student performance in practice teaching will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first practice teaching session.

2. An interim performance evaluation for each practice teaching session with feedback to the student.

3. Written documentation of the final assessment of the practice teaching session.

C. Conditions for Final Standing

1. Students will be evaluated on all four components of the program: Curriculum and Instruction, Foundations, Practice Teaching, and the compulsory course - The Contemporary Classroom.

2. Grades in the Curriculum and Instruction subjects and Foundations courses will be reported in the Refined Letter Grade Scale of A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D-; FX.

   Grades in Practice Teaching will be reported on the Appraisal of Practice Teaching Form as Pass or Fail. On the student's transcript, however, a final Pass grade will be recorded as "Credit (CR)" and a final Fail grade as "No Credit (NCR)".

Grades in the Contemporary Classroom will be reported as "Credit (CR)" or "No Credit (NCR)".

3. The relationship between the letter grade scale, the grade meanings, the scale of numerical marks and translation table is as follows:

Grade Scale for Curriculum and Instruction and Foundation Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Translation Table
A+		90 - 100%	95%
A	Excellent	85 - 89%	87%
A-		80 - 84%	82%
B+		77 - 79%	78%
B	Good	73 - 76%	75%
B-		70 - 72%	71%
C+		67 - 69%	68%
C	Adequate	63 - 66%	65%
C-		60 - 62%	61%
D+		57 - 59%	58%
D	Marginal	53 - 56%	55%
D-		50 - 52%	51%
FX	Inadequate	00 - 49%	25%

Grade Scale for Practice Teaching and the Contemporary Classroom - Credit/No Credit (CR/NCR)

Letter Grade	Grade	Grade Meaning
CR	Credit	Pass
NCR	No Credit	Fail

4. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate of Qualification, a student must attain:

   i) a minimum of a **C** average in each of the following components of the program:
      - Curriculum and Instruction*
      - Foundations

   ii) a minimum of a **D-** grade in each course in:
      - Curriculum and Instruction
      - Foundations

   iii) a **Credit (CR)** in:
      - Practice Teaching**
      - The Contemporary Classroom***

* For Junior/Intermediate students, the Curriculum and Instruction grade average will be determined by assigning to the integrated Junior/Intermediate course three times the weight of the Intermediate course.

** To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario College of Teachers Certificate of Qualification, a student must receive a Pass in each scheduled practice teaching session (includes all appraisals). A student who receives a "Fail" in one session of practice teaching may be given the opportunity of earning a "Pass" in an additional session of practice teaching immediately following the completion of the final examination period, subject to review and approval by the Practice Teaching Office. This opportunity will be given only once. A student who receives a "Fail" in more than one session of practice teaching will receive a final grade of "NCR (No Credit)" for the practice teaching component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Ontario College of Teachers Certificate of Qualification.

*** In order to receive credit in this course a student must receive a Pass in each of the four components of the course: Classroom Management, Assessment and Evaluation of Student Performance, School Law in Ontario, and Special Education.

D. Supplemental Privileges

1. Supplemental privileges granted in D.2 and D.3 following, are limited to a combined total of two courses of which only one may be a Curriculum and Instruction course.

2. A student may be granted supplemental privileges in a course in which an FX has been received, or in the Contemporary

Classroom, NCR. There are no supplemental privileges for a final grade of NCR in the Practice Teaching component of the program.

3. A student who receives a final grade of C-, D+, D or D- in a Curriculum and Instruction or Foundations course may be granted supplemental privileges in that course if the grade has reduced the average in the component to less than a C.

4. Application for supplemental privileges must be received by the Registrar on or before June 21 of the academic year in which the course was taken.

5. A student granted supplemental privileges may qualify in one of the following ways, as authorized by the Faculty Council of OISE/UT:

   i) by taking an examination during July or August;

   ii) by otherwise satisfying the requirements of the department(s) concerned.

6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teacher's Certificate of Qualification.

7. No student will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Faculty Council of OISE/UT.

E. Student Access to Examination Papers

Copies of final examination papers for the preceding five academic years are available in the OISE/UT Education Commons/Library. These are available for review by students upon request. In some cases departments may be granted an exemption from filing an examination. Exemptions may be granted by the Associate Dean (Preservice). In those cases, an exemption notice will be filed in place of the copy of the examination.

2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review, with a representative of the department setting the examination, his or her examination. A fee covering administrative costs and copying costs (where applicable) will be levied and paid prior to the review.

F. Withdrawals

A student may withdraw from the preservice teacher education program without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the student's academic record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of FX or NCR, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

G. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Chair of the Department or, if appropriate, to the Associate Dean (Preservice), who shall take steps to ensure fairness and objectivity.

H. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i) The academic integrity of academic programs must be honoured; and

ii) Students must be treated in a fair manner, recognizing their freedom of choice to attend class or not without penalty.

2. Procedures

i) The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.

ii) Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.

iii) Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Chair of the Department with a report on the attendance at the class where the vote was taken.

iv) Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Chair of the Department with his or her recommendation, along with the results of any classroom votes. The Chair, in consultation with the Associate Dean (Preservice), shall then make a decision.

v) Where classes are not able to convene, the instructor, with the prior approval of the Chair of the Department, shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Chair of the Department, in consultation with the Associate Dean (Preservice), will make such changes and submit them for approval to the Provost. Where courses are to be cancelled, approval of the Faculty Council of OISE/UT is required. If the Faculty Council of OISE/UT cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi) Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.

vii) Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii) Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix) A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

NOTE: The full text of the University's Grading Practices Policy is available in the Registrar's Office. This policy is currently under review and changes will be effective in the 1998/99 academic year.

Appeal Procedures

Bachelor of Education and Diploma in Technical Education Programs

(Master of Arts in Child Study and Education students see the OISE/UT Graduate Studies Bulletin)

A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.

2. The student may appeal the decision of the Instructor, in writing, to the Chair of the Department within two weeks of receiving the decision . The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department , in consultation with members of the Department, will review the case and submit to the student and the instructor, in writing, the ruling of the Department and the rationale for the decision.

3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department . The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.

4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee, in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

5. The student may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

B. Appeal of Failures in Practice Teaching

A student may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), students should be aware of the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Coordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Coordinator a written statement detailing the grounds of the appeal. The Practice Teaching Coordinator will send, within three working days, a copy of the student's appeal to the associate

teacher. The Practice Teaching Coordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.

2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Coordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Coordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The student, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

4. The student may make final appeal to the Academic Appeals Board of the Governing Council of the university. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations. A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

Policies and Principles for Admission to the University of Toronto

1. Preamble

a. These Policies and Principles apply to the recruitment and selection of students for admission to all programs of study at the University of Toronto which lead to a degree, diploma or certificate.

b. These Policies and Principles supplement but do not supplant specific requirements for admission that are determined by individual academic divisions of the University. No specific requirements, however, may be inconsistent with or contravene these policies and principles.

c. These Policies and Principles govern the conduct of all persons who officially represent the University of Toronto or anyone of its colleges, faculties, or schools in liaison with prospective students or secondary schools.

d. These Policies and Principles constitute a commitment on the part of the University of Toronto towards secondary schools and other post-secondary institutions to share fully the responsibility for working in the best interests of education and society generally and of students individually.

2. Statement of Policies and Principles for Selection

a. The University of Toronto admits the best possible students on the basis of academic performance and potential as required by the curricular content and, where judged relevant by the division, professional requirements of the individual degree or diploma program(s) to which the applicant seeks admission.

b. Individual colleges, faculties, and schools may recognize a variety of achievements that they deem worthy of consideration and exemplary to other students.

c. The University of Toronto admits students to its colleges, faculties, and schools in the expectation that students will be successful in achieving their academic goals or other academic objectives, and make significant personal and professional contributions to their communities.

d. With the exception of the specific conditions provided for in Section 2.e, neither the University nor any of its colleges, faculties, and schools will establish requirements for admission that in any respect involve criteria, either implicit or explicit, which are based on personal characteristics such as race, ancestry, colour, ethnic origin, sex, creed, age, marital status, family status, sexual orientation, physical disability, alumni status, or actual or potential for benefaction to the University.

e. The University of Toronto in recognition of its special responsibilities to the peoples of Metropolitan Toronto, Ontario, and Canada, and to the diversity of those peoples may, on occasions when they are deemed necessary by the Academic Board on the recommendation of the Committee on Academic Policies and Programs, establish special criteria and procedures for admission with the intention of specifically improving the participation of particular groups as students.

f. The rate at which students complete their secondary school programs will not be taken into account in selecting students for admission.

g. When information is available about terms of secondary school study - regular session, summer session, evening session - and about the number of times a student attempts a course, it may be taken into account in the selection process.

h. The University **may** take the results of standardized tests - aptitude and achievement - into account in the selection process when they are available and relevant to the program(s) to which the applicant is seeking admission. In so doing, the University will take fully into account any instructions for statistical interpretation of test results provided by the testing agency.

3. Statement of Principles for Student Recruitment and Liaison

a. The requirements for admission to each college, faculty, and school will be stated clearly and definitively.

b. The dates concerning application, notification, and candidates' replies will be stated clearly.

c. Whenever waiting lists are employed, they will be reasonable in terms of length and applicants' qualifications.

d. In representing the University, all publications and presentations prepared by it and any of its colleges, faculties, and schools will make honest portrayals and avoid negative comments about other institutions.

e. The University will take full responsibility for all persons who become involved formally in the recruitment process by acting as agents of the University - registrars, liaison officers, counsellors, faculty, alumni, athletic coaches, students.

f. For undergraduate programs that can be entered directly from secondary school, the University will always be prepared and willing to cooperate with secondary schools to improve the admissions process specifically and the transition from school to university generally.

g. The University will make announcements of admissions decisions promptly, and in the case of favourable decisions will wherever possible announce related decisions - student awards and residence - simultaneously.

4. Divisional Policies and Requirements

Individual faculties, schools and colleges may establish additional policies, procedures, and requirements for admission provided that they do not contravene the **Policies and Principles for Admission to the University of Toronto**

Academic Sanctions For Students Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education and Training or Ontario College of Teachers certificates, students must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the **Code of Student Conduct.**

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.
- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquires; will not make recommendations for Ontario College of Teachers teaching certificates. Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied, first, to outstanding University debts and, second, to current fees.

Transcripts

Transcripts of academic record can be obtained from the Registrar's Office on payment of the appropriate fee (see page 49). Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Access to Official Student Academic Records

In accordance with the "Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto", students may obtain access to their academic records upon written request to the Registrar of OISE/UT. Below are excerpts from this policy. The full text is available in the Registrar's Office.

4 (a) Access by a Student

i) A student may examine and have copies made of his or her official student academic record as defined in Section 3 of the policy, with the exception of those portions of the record which comprise letters of reference, evaluations and appraisals (Section 3(b)(v)) which have been provided or obtained on the expressed or implied understanding that they shall be maintained in confidence.

ii) A student's request to examine a part of his or her official student academic record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) A student has the right to challenge the accuracy of his or her official student academic record with the exception of the material specifically excluded in Section 4(a)(i) and to have his or her official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division.

Reference to such comments does not appear on reports such as transcripts or statements of results.

iv) It is assumed that all documents relating to petitions and appeals (Section 3(b)(iii)) of the policy and not provided on the understanding that they shall be maintained in confidence will be retained within a division, and when needed by a student, will be made freely available. In addition, The Statutory Powers Procedure Act, 1971 of Ontario requires that where the good character, propriety of conduct or competence of a party is in issue in any proceedings in a tribunal to which the Act applies (such as the Academic Appeals Board of the Governing Council), the party is entitled to be furnished prior to the hearing with "reasonable information" of any allegations with respect thereto.

4 (b) Access by Alumni and Former Students

i) An alumnus or alumna or a former student may examine and have copies made of the portion of his or her official student academic record as defined in Section 3(a) of the policy.

ii) A request from an alumnus or alumna or a former student to examine the portion of the official student academic record as defined in Section 3(a) of the policy, shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) An alumnus or alumna or a former student shall have the right to challenge the accuracy of his or her official student academic records only under such terms and conditions as the academic division may determine .

4 (c) Access by University Staff and Members of Official University and Divisional Councils and Standing Committees

Members of the teaching and administrative staff of the University and members of official University and divisional councils and committees shall have access to relevant portions of an official student academic record for purposes related to the performance of their duties. A staff member requesting information must have a legitimate need to have the requested information for the effective functioning of the position or office.

Where members of the teaching staff have access to official student academic records for the purpose of research, they must fully comply with the University's research policies and protocols, and shall not have access to students' names, addresses, and telephone numbers without the students' written consent.

Access to medical information as defined in Section 3(b)(iv) of the policy shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

The Department of Alumni and Community Relations shall have access to appropriate personal information on students and alumni for the purpose of maintaining contact with alumni and their next of kin.

4 (d) Access by University Campus Organizations

Recognized campus organizations in the University of Toronto shall have access to the information referred to in Section 3(a)(ii) of the policy as well as to the sessional address and telephone number of students named by that organization for the legitimate internal use of that organization. The Students' Administrative Council, Graduate Students' Union, Association of Part-time Undergraduate Students, and The Newspaper shall be entitled to publish and distribute within the University community a University-wide directory of students (including undergraduate, graduate, full-time and part-time) giving the sessional address and telephone number of students as long as there is a realistic provision for students to decline to consent to the disclosure of that information.

Names and addresses of students will also be provided to recognized campus organizations for the purpose of distributing information when all of the following conditions are met:

- The name and address information is not released to a third party.

- The name and address information is not used for commercial purposes.
- The organization proposes to distribute information which, in the opinion of the Assistant Vice-President (Planning) and University Registrar, the University would be willing to distribute if reimbursed by the organization.
- The information to be distributed is intended to provide information about the University and is not primarily advertisements for non-University organizations.
- The campus organization agrees to use the name and address information only for the specific purpose for which it was provided.

4 (e) Access by Others

i) By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquiries:
  - the academic division(s), degree program(s) and the session(s) in which a student is or has been registered,
  - degree(s) received and date(s) of convocation.

ii) Any other information contained in the official student academic record, (including any comments generated under Section 4(a)(iii) but with the exception of the material specifically excluded in Section 4(a)(i)), shall be released to other persons and agencies only with the student's prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Education and Training for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division. The release of the information concerning alumni and former students contained in the portions of the academic record as defined in Section 3(a)(i) of the policy shall also be governed by the above provisions.

iii) General statistical material drawn from academic records not disclosing the identities of students, alumni and former students may be released for research and informational purposes authorized by the University, by the academic division maintaining these records.

iv) Agencies engaged to act on behalf of the University (for example, a collection agency) may have access to relevant portions of official student academic records.

4 (f) Refusal of Access

The University reserves the right to withhold access to the statements of results and transcripts of students, alumni and former students who have outstanding debts or obligations to the University . The University may also choose not to release the official diploma to such persons nor to provide written or oral certifications of degree on their behalf.

5 Custody and Retention of Official Student Academic Records

a) Academic records of students are normally under the custodial responsibility of the academic division. Every academic division maintaining official student academic records shall draw up plans for the eventual disposition of their records in consultation with the University Archivist and in accordance with an approved records schedule which is in compliance with this policy.

b) Those portions of the official student academic record as defined in Section 3(a) of the policy shall be maintained permanently. Each academic division's records schedule shall specify the document, form or medium in which these records will be maintained.

c) Official student academic records preserved in the University Archives because of their archival value shall become open to researchers authorized by the University seventy-five years after a student has ceased to be registered.

6. The University's Responsibilities with Reference to the Official Academic Records of Students, Alumni and Former Students

a) Students shall be informed of University policy and divisional procedures with respect to their official student academic records.

b) Academic divisions, administrative divisions which handle student academic records, and campus organizations shall develop administrative procedures in support of this policy.

c) Academic records shall be kept at all times under appropriate security.

d) In the case of the Institute of Child Study Laboratory School and the University of Toronto Schools in OISE/UT, the Ontario Student Record shall be regarded as part of the Official Student Academic Record, and shall be maintained on that basis.

University Discipline

Code of Behaviour on Academic Matters

The Governing Council of the University of Toronto has approved a Code of Behaviour on Academic Matters regarding academic discipline applicable to all students and members of the teaching staff of the University. Below are excerpts from this Code. The full text is available in the Registrar's Office, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chair of the University Disciplinary Tribunal.

B. Offences

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behaviour is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

Wherever in this Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

1. It shall be an offence for a student knowingly:

a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form.

b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work.

c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work.

d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. (For a more detailed account of plagiarism, see Appendix "A" of the Code)

e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member knowingly:

a) to approve any of the previously described offences.

b) to evaluate an application for admission or transfer to a course or program of study by reference to any criterion that is not academically justified.

c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

3. It shall be an offence for a faculty member and student alike knowingly:

a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;

b) to engage in any form of cheating, academic dishonesty of misconduct, fraud or misrepresentation not herein otherwise described, in order to obtain academic credit or other academic advantage of any kind.

4. A graduate of the University may be charged with any of the above offences committed knowingly while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B.II. Parties to Offences

1.(a) Every member is a party to an offence under this Code who knowingly:

  i) actually commits it;
  ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;
  iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;
  iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence or
  v) abets, counsels, procures or conspires with any other person who, if that person were a member, would have committed or have been a party to the offence.

(b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.

2. Every member who, having an intent to commit an offence under this Code, does or omits to do, anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.

3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence, is a party to, and guilty of, the offence and is liable upon conviction to the sanctions provided for the offence.

C. Procedures in Cases Involving Students

At both the divisional level and the level of the University Tribunal, the procedures for handling charges of academic offences involving students reflect the gravity with which the University views such offences. At the same time, these procedures and those which ensure students the right of appeal represent the University's commitment to fairness and the cause of justice.

C.I.(a) Divisional Procedures

Note: Where a student commits an offence, the faculty in which the student is registered has responsibility over the student in the matter. In the case of Scarborough, and Erindale colleges, the college is deemed to be the faculty.

1. No hearing within the meaning of Section 2 of the Statutory Powers Procedure Act is required for the purposes of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.1.(a) and such discussions, meetings and determinations are not proceedings of the Tribunal.

2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of,

giving reasons, and invite the student to discuss the matter. Nothing the student says in such a discussion may be used or receivable in evidence against the student.

3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor, unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2.

4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the Department Chair or through the Department Chair to the Dean. (See also Section C.1.(b) 1).

5. When the Dean or the Department Chair, as the case may be, has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the Dean being informed, the Chair of the Department and the instructor shall be invited by the Dean to be present at the meeting with the student. The Dean shall conduct the interview.

6. Before proceeding with the meeting, the Dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the alleged offence in question. The Dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under Section C.1.(b), and that the Dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.

7. If the Dean, on the advice of the Department Chair and the instructor, or if the Department Chair, on the advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in writing and the student's work shall be accepted for normal evaluation or, if the student was prevented from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a tribunal hearing for another offence.

8. If the student admits the alleged offence, the Dean or the Department Chair may either impose the sanction(s) that he or she considers appropriate under Section C.I. (b) or refer the matter to the Dean or Provost, as the case may be, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by the instructor, the Department Chair or the Dean if the Dean imposes a sanction.

9. If the student is dissatisfied with a sanction imposed by the Department Chair or the Dean, as the case may be, the student may refer the matter to the Dean or Provost, as the case may be, for consideration.

10. If the student does not admit the alleged offence, the Dean may, after consultation with the instructor and the Department Chair, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.

11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this Section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the Chair of the hearing considers that such failure, defect or irregularity resulted in a substantial

wrong, detriment or prejudice to the accused. The Chair will determine at the opening of the hearing whether there is to be any objection to defect, failure or irregularity.

12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the Dean to bar him or her from a facility. When or at any time after an accusation has been reported to the dean, he of she may cause a notation to be recorded on the student's academic record and transcript, until the final disposition of the accusation, to indicate that the standing in a course and/or the student's academic status is under review. A student upon whom a sanction has been imposed by the Dean or the Department Chair under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.

13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the Dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the Dean to the Secretary of the Tribunal for use in the Provost's annual report to the Academic Board. The Dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.

4. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the student's Dean or Department Chair, as the case may be, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.

15. In the case of alleged offences not covered by the procedures above and not involving the submission of academic work, such as those concerning forgery or uttering, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures of this section.

C.I.(b). Divisional Sanctions

1. In an assignment worth 10 percent or less of the final grade, the Department Chair may deal with the matter if:

   i) the student admits guilt; and
   ii) the assignment of a penalty is limited to **at most** a mark of zero for the piece of work.

   If the student does not admit guilt, or if the Department Chair chooses, the matter shall be brought before the Dean.

2. One or more of the following sanctions may be imposed by the Dean where a student admits to the commission of an alleged offence:

a) an oral and/or written reprimand;
b) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
e) denial of privileges to use any facility of the University, including library and computer facilities;
f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;

g) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;

h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

3. The Dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.

4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C".

C.II.(b) Tribunal Sanctions

1. One or more of the following sanctions may be imposed by the Tribunal upon the conviction of any student:

a) an oral and/or written reprimand;

b) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;

c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;

d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;

e) denial of privileges to use any facility of the University, including library and computer facilities;

f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;

g) assignment of a grade of zero or a failure for any completed or uncompleted course or courses in respect of which any offence was committed;

h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for such a period of time up to five years as may be determined by the Tribunal. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

i) recommendation of expulsion from the University. The Tribunal has power only to recommend that such a penalty be imposed. In any such case, the recommendation shall be made by the Tribunal to the President for a recommendation by him or her to the Governing Council. Expulsion shall mean that the student shall be denied any further registration at the University in any program and his or her academic record and transcript shall record this sanction permanently. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed. If a recommendation for expulsion is not adopted, the Governing Council shall have the power to impose such lesser penalty as it sees fit.

j) i) recommendation to the Governing Council for cancellation, recall or suspension of one or more degrees, diplomas or certificates obtained by any graduate; or
    ii) cancellation of academic standing or academic credits obtained by any former student

who, while enrolled, committed any offence which if detected before the granting of the degree, diploma, certificate, standing or credits would, in the judgement of the Tribunal, have resulted in a conviction and the application of a sanction sufficiently severe that the degree, diploma, certificate, standing, credits or marks would not have been granted.

2. The hearing panel shall have the power to order that any sanction imposed by the Tribunal be recorded on the student's academic record and transcript for such length of time as the panel considers appropriate.

3. The Tribunal may, if it considers it appropriate, report any case to the Provost who may publish a notice of the decision of the Tribunal and the sanction or sanctions imposed, in the University newspapers with the name of the student withheld.

Discipline in Non-Academic Matters

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

Code of Student Conduct

A. Preface

1. The University of Toronto is a large community of teaching staff, administrative staff and students, involved in teaching, research, learning and other activities. Student members of the University are adherents to a division of the University for the period of their registration in the academic program to which they have been admitted and as such assume the responsibilities that such registration entails.

2. As an academic community, the University governs the activities of its members by standards such as those contained in the **Code of Behaviour on Academic Matters**, which provides definitions of offences that may be committed by student members and which are deemed to affect the academic integrity of the University's activities.

3. The University sponsors, encourages or tolerates many non-academic activities of its members, both on its campuses and away from them. These activities, although generally separate from the defined requirements of students' academic programs, are a valuable and important part of the life of the University and of its students.

4. The University does not stand *in loco parentis* to its student members, that is, it has no general responsibility for the moral and social behaviour of its students, as if they were its wards. In the exercise of its disciplinary authority and responsibility, the University treats students as free to organize their own personal lives, behaviour and associations subject only to the law and to University regulations that are necessary to protect the integrity and safety of University activities, the peaceful and safe enjoyment of University housing by residents and neighbours, or the freedom of members of the University to participate reasonably in the programs of the University and in activities in or on the University's premises. Strict regulation of such activities by the University of Toronto is otherwise neither necessary nor appropriate.

5. University members are not, as such, immune from the criminal and civil laws of the wider political units to which they belong. Provisions for non-academic discipline should not attempt to shelter students from their civic responsibilities nor add unnecessarily to these responsibilities. Conduct that constitutes a breach of the Criminal Code or other statute, or that would give rise to a civil claim or action, should

ordinarily be dealt with by the appropriate criminal or civil court. In cases, however, in which criminal or civil proceedings have not been taken or would not adequately protect the University's interests and responsibilities as defined below, proceedings may be brought under a discipline code of the University, but only in cases where such internal proceedings are appropriate in the circumstances.

6. The University must define standards of student behaviour and make provisions for student discipline with respect to conduct that jeopardizes the good order and proper functioning of the academic and non-academic programs and activities of the University or its divisions, that endangers the health, safety, rights or property of its members or visitors, or that adversely affects the property of the University or bodies related to it, where such conduct is not, for the University's defined purposes, adequately regulated by civil and criminal law.

7. Nothing in this Code shall be construed to prohibit peaceful assemblies and demonstrations, lawful picketing, or to inhibit freedom of speech as defined in the University.
8. In this Code, the word "premises" includes lands, buildings and grounds.

9. In this Code, “student” means a member of the University
    (i) engaged in any academic work which leads to the recording and/or issue of a mark, grade or statement of performance by the appropriate authority in the University or another institution; and/or
    (ii) registered in any academic course which entitles the member to the use of a University library, library materials, library resources, computer facility or dataset.

10. In the following, the words "University of Toronto" refer to the University of Toronto and include any institutions federated or affiliated with it, where such inclusion has been agreed upon by the University and the federated or affiliated institution, with respect to the premises, facilities, equipment, services, activities, students and other members of the federated or affiliated institution.

Note: The University of Toronto has agreed that, when the premises, facilities, equipment, services or activities of the University of Toronto are referred to in this Code, the premises, facilities, equipment, services and activities of the University of St. Michael's College, Trinity College and Victoria University are included.

11. In this Code, where an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

12. This Code is concerned with conduct that the University considers unacceptable. In the case of student members of the University, the procedures and sanctions described herein shall apply. In the case of other members of the University, such conduct is to be dealt with in accordance with the established policy, procedures and agreements that apply to the members.

B. Offences

The following offences constitute conduct that shall be deemed to be offences under this Code, when committed by a student of the University of Toronto, provided that such conduct
(i) has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and
(ii) is not specifically assigned to the jurisdiction of the University Tribunal, as in the case of offences described in the Code of Behaviour on Academic Matters, or to another disciplinary body within the University of Toronto, as in the case of sexual harassment as described in the **Policy and Procedures: Sexual Harassment** and
iii) occurs on premises of the University of Toronto or elsewhere in the course of activities sponsored by the University of Toronto or by any of its divisions.

1. Offences against persons

(a) No person shall assault another person sexually or threaten any other person with sexual assault.

(b) No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.

(c) No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.

(d) No person shall threaten any other person with damage to such person's property, or knowingly cause any other person to fear damage to her or his property.

2. Disruption

No person shall cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organized by the University of Toronto or by any of its divisions, or the right of another member or members to carry on their legitimate activities, to speak or to associate with others.

For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent. And silent or symbolic protest is not to be considered disruption under this Code. But noise that obstructs the conduct of a meeting or forcible blocking of access to an activity constitutes disruption.

3. Offences involving property

(a) No person shall knowingly take, destroy or damage premises of the University of Toronto.

(b) No person shall knowingly take, destroy or damage any physical property that is not her or his own.

(c) No person shall knowingly destroy or damage information or intellectual property belonging to the University of Toronto or to any of its members.

(d) No person, in any manner whatsoever, shall knowingly deface the inside or outside of any building of the University of Toronto.

(e) No person, knowing the effects or property to have been appropriated without authorization, shall possess effects or property of the University of Toronto.

(f) No person, knowing the effects or property to have been appropriated without authorization, shall possess any property that is not her or his own.

(g) No person shall knowingly create a condition that unnecessarily endangers or threatens destruction of the property of the University of Toronto or of any of its members.

4. Unauthorized Entry or Presence

No person shall, contrary to the expressed instruction of a person or persons authorized to give such instruction, or with intent to damage or destroy the premises of the University of Toronto or damage, destroy or steal any property on the premises of the University of Toronto that is not her or his own, or without just cause knowingly enter or remain in or on any such premises.

5. Unauthorized use of University facilities, equipment or services

(a) No person shall knowingly use any facility, equipment or service of the University of Toronto contrary to the expressed instruction of a person or persons authorized to give such instruction, or without just cause.

(b) No person shall knowingly gain access to or use any University computing or internal or external communications facility to which legitimate authorization has not been granted. No person shall use any such facility for any commercial, disruptive or unauthorized purpose.

> Appropriate uses for University connections to external networks are described, for example, in the policy document "Appropriate Use Policy for the ONet Network".

(c) No person shall knowingly mutilate, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

6. False charges

No person shall knowingly or maliciously bring a false charge against any member of the University of Toronto under this Code.

7. **Aiding in the Commission of an Offence**
   No person shall counsel, procure, conspire with or aid a person in the commission of an offence defined in this Code.

8. **Refusal to comply with sanctions**
   No person found guilty of an offence under this Code shall refuse to comply with a sanction or sanctions imposed under the procedures of this Code.

9. **Unauthorized Possession or Use of Firearms or Ammunition**
   No person other than a peace officer or a member of the Canadian Forces acting in the course of duty shall possess or use any firearm or ammunition on the premises of the University of Toronto without the permission of the officer of the University having authority to grant such permission.

Note: The Chief Administrative Officer of the University has been given the authority to grant such permission for the premises of the University of Toronto under the authority of the Governing Council of the University. Various officers of institutions federated with the University of Toronto have authority to grant such permission with respect to the premises of the federated institutions.

C. Hearing Procedures

1. Whenever possible and appropriate, reason and moral suasion shall be used to resolve issues of individual behaviour before resort is made to formal disciplinary procedures.

2. An Investigating Officer, who may be a student, shall be appointed annually by the principal, dean or director (hereinafter called "head") of each faculty, college or school in which students are registered (hereinafter called "division"), to investigate complaints made against student members of that division.

3. A Hearing Officer, who may be a student, shall be appointed annually by the council of each division to decide on complaints under this Code made against student members of that division.

4. If the Investigating Officer is, for any reason, unable to conduct an investigation, then the head of the division shall appoint another person as Investigating Officer for the particular case. If the Hearing Officer is, for any reason, unable to chair the hearing of any case, then the senior chair of the University Tribunal shall appoint another person as Hearing Officer for the particular case.

5. Where the head of the division has reason to believe that a non-academic offence as defined in this Code may have been committed by a student member or members of the division, the Investigating Officer will conduct an investigation into the case. After having completed the investigation, the Investigating Officer shall report on the investigation to the head of the division. If the head of the division concludes, on the basis of this report, that the student or students may have committed an offence under the Code of Student Conduct, the head of the division shall have the discretion to request that a hearing take place to determine whether the student or students have committed the offence alleged.

6. The hearing will be chaired by the Hearing Officer. The case will be presented by the Investigating Officer, who may be assisted by legal counsel. If the right to a hearing is waived, or after a hearing, the Hearing Officer will rule on the guilt of the student or students and may impose one or more sanctions as listed below. The accused student or students may be assisted by another person, who may be legal counsel.

7. Appeals against decisions of bodies acting under authority from the council of a division to hear cases arising out of residence codes of behaviour may be made to the Hearing Officer of the division, where provision therefor has been made by the council of the division.

8. Appeals against the decision of the Hearing Officer may be made to the Discipline Appeals Board of the Governing Council.

9. Where the head of a division has reason to believe that a non-academic offence may have been committed by a group of students including students from that division and

from another division or divisions, the head may consult with the head of the other division or divisions involved and may then agree that some or all of the cases will be investigated jointly by the Investigating Officers of the divisions of the students involved and that some or all of the cases will be heard together by the Hearing Officer of one of the divisions agreed upon by the heads and presented by one of the Investigating Officers agreed upon by the heads.

D. Sanctions

The following sanctions or combinations of them may be imposed upon students found guilty of committing an offence under this Code.

Penalties that directly affect a student's registration in a program, such as suspension or the recommendation for expulsion, may be imposed only where it has been determined that the offence committed is of such a serious nature that the student's continued registration threatens the academic function of the University of Toronto or of any of its divisions or the ability of other students to continue their programs of study.

In addition, students found guilty may be placed on conduct probation for a period not to exceed one year, with the provision that one or more of the following sanctions will be applied if the conduct probation is violated.

1. Formal written reprimand
2. Order for restitution, rectification or the payment of damages
3. A fine or bond for good behaviour not to exceed $100
4. Requirement of public service work not to exceed 25 hours
5. Denial of access to specified services, activities or facilities of the University for a period of up to one year
6. Suspension from registration in any course or program of a division or divisions for a period of up to one year
7. Recommendation for expulsion from the University

Memorandum on the Maintenance and Use of the Records of Non-Academic Discipline Proceedings

1. **When records are kept**
   Records shall be kept for all cases that have proceeded to a hearing and for cases where students have waived the right to a hearing.

2. **Composition of Record**
   The Record of Proceedings on Non-Academic Discipline cases shall comprise:
   (a) the written report of the Investigating Officer, if any;
   (b) the Notice of Hearing (including the offence charged);
   (c) documentary evidence filed at a Hearing;
   (d) the decision of the Hearing Officer and the reasons therefor.

3. **Publishing of Record**
   Decisions of the Hearing Officer, including the name of the respondent, the offence and the sanction, shall be reported to the Vice-President and Provost, who shall convey the information, anonymously and in statistical form, annually to the University Affairs Board. A Hearing Officer or the Discipline Appeals Board may recommend to the Vice-President and Provost that the nature of the offence and the sanction be published in the University newspapers. Where circumstances warrant, they may also order the publication of the name of the person found to have committed the offence. The Vice-President and Provost shall have the discretion to withhold publication of the name of the person.

4. **Use of Records**
   Records of previous convictions may be taken into account in imposing a sanction.

5. **Storage of Records**
   The Records of the Proceedings of Non-academic Discipline Hearings shall be stored in the office of the head of the division.

6. **Records of the Investigating Officer**
   Where the investigation has not proceeded to a Hearing, the records and notes of the Investigating Officer may be kept and may have a bearing on the decision to prosecute in a future case.

Memorandum of Procedures for Hearings arising from the Code of Student Conduct

1. Complaints about the alleged commission of any offence under the Code of Student Conduct may be made in writing by any person ("the complainant") to the principal, dean or director ("the head") of the college, faculty or school ("the division") in which the student or students who are alleged to have committed the offence ("the accused") are or were registered.

2. The head of the division shall consider the written complaint and shall determine if the conduct complained of appears to fall under the Code of Student Conduct. If it does not appear to fall under the Code of Student Conduct, the head may take whatever other action he or she deems appropriate to the circumstances, including communication to the complainant of the conclusion he or she has drawn. Where a student's conduct comes to light after a student has left the University, the head of the division may decide to proceed, if the seriousness of the allegation warrants such action.

3. If the head of the division considers that the conduct complained of appears to fall under the Code of Student Conduct, he may request the Investigating Officer to conduct an investigation of the case and to make a report to him or her.

4. If, on the basis of the report of the Investigating Officer, the head of the division concludes that the accused may have committed an offence under the Code of Student Conduct, he or she shall have the discretion to request that a hearing take place to determine whether the accused has committed the offence alleged.

5. To initiate a hearing, the head of the division shall give written notice to the accused indicating the nature of the complaint, the offence alleged and setting a date, time and place for a hearing to provide an opportunity for the accused to respond to the allegations made. The notice shall indicate that if the accused does not appear at the hearing, the hearing may proceed in the absence of the accused.

6. The hearing will be chaired by the Hearing Officer, who shall not have been involved in the investigation leading up to the decision to request a hearing, and who shall make a decision on the basis of evidence presented at the hearing.

7. Hearings shall be conducted in an informal manner, in accordance with the principles of natural justice, and the Hearing Officer shall not be bound to observe strict legal procedures. Procedural defects will not invalidate the proceedings unless there has been a substantial wrong or denial of natural justice.

8. The parties to the hearing are the head of the division, represented by the Investigating Officer, who may be assisted by legal counsel, and the accused, who may be assisted by another person, who may be a lawyer. Both parties shall be allowed to call, examine and cross-examine witnesses and present evidence and argument.

9. Hearings shall be open to members of the University unless the Hearing Officer decides there is sufficient cause to provide otherwise.

10. The Hearing Officer is not bound to conduct the hearing according to strict rules of evidence. Evidence may be received in written or oral form.

11. The Hearing Officer may take note of matters generally within the knowledge of members of the University community.

12. The accused may waive the right to a hearing under these procedures, in which case the Hearing Officer will rule on the guilt of the accused and impose one or more of the sanctions listed in the Code of Student Conduct.

13. After a hearing, the Hearing Officer shall rule on the complaint and, where the Hearing Officer finds that the accused has committed an offence, shall impose one or more of the sanctions listed in the Code of Student Conduct and give reasons for the decision.

14. The onus and standard of proof that a student has committed the offence alleged shall be a criminal standard.

15. Any penalty or remedy shall be stayed pending the outcome of any appeal to the Discipline Appeals Board.

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, '**Getting There**'. It describes the Career Centre, Hart House activities, the Athletic Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Council (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

OISE/UT Services and Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, a drama studio, a cafeteria, and a computer centre.

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations, in person and through electronic means, the Education Commons seeks to provide “one-stop-shopping” for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Users will have access to:

- a specialized collection in the field of education including:
  - extensive reference materials
  - over two thousand journal titles
  - complete microfiche holdings of the ERIC and ONTERIS document series.
  - materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - Ministry of Education and Training documents
  - school board curriculum materials, textbooks and content resources used in Ontario schools

- a representative collection of children's literature
- a varied and extensive collection of computer software, video-tapes, films, slides, kits, cassettes and other materials.
- specialized collections of modern language, Franco-Ontarienne and women's materials
- many electronic sources, including CD-ROMs

- a collection of over 8 million items located in the numerous libraries of the University of Toronto Library System

- a wide range of Internet resources including remote library catalogues

- reference assistance in accessing information for their courses, research or practice teaching assignments

- comprehensive instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet

- a variety of computers which support standard productivity tools, specialized research software, and teaching/learning resources

- face-to-face and mediated learning opportunities, and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology

- a variety of multimedia production and viewing resources, including support for telecommunications, interactive video and computer graphics

- learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, e-mail and the World Wide Web.

- other University resources to meet their information and technological needs.

More information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the main site of the Education Commons at 252 Bloor St. W., or at any of its other sites throughout OISE/UT.

Location: Second Floor, 252 Bloor Street West
Hours: Contact the following areas
Telephones:
- Education Commons Reception
  (416) 923-6641 ext. 2763
- Information Resources and Services
  Circulation Desk: (416) 926-4719
  Reference Desk: (416) 926-4718

Graduate Students' Association

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the University. **All** OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

Location: Room 8-105, 252 Bloor Street West
Telephone: (416) 923-6641 ext 4724
E-mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in preservice (teacher training) and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research.

The Indigenous Education Network:

- meets twice monthly to share information, organize events, and work towards goals established by the IEN;

- maintains a computer listserv to extend discussions of IEN topics to interested OISE/UT students and faculty on and off campus;
- maintains an Internet IEN homepage (http://www.oise.utoronto.ca/other/ien/ienpage.html) with links to relevant sites;
- provides a database of Aboriginal students and IEN members in all departments at OISE/UT plus their study and work interests;
- lobbies OISE/UT to acquire Aboriginal faculty, and supports OISE/UT administration in locating suitable candidates;
- participates in relevant current events, conferences, guest lectures, symposiums, workshops, and Aboriginal community events;
- hosts an Aboriginal Speakers' Series;
- collaborates with other groups related to Aboriginal education and Aboriginal issues at OISE/UT, e.g., the Transformative Learning Centre (TLC), the Anti-Racist Network (ARN), and the Midnorthern/Northeastern Centre in Sudbury;
- represents the IEN on the Advisory Council of First Nations House at the University of Toronto;
- provides initial information for incoming students on available financial assistance: Aboriginal scholarships and awards, plus other scholarships, awards, bursaries, grants, and work opportunities - e.g., graduate assistantships, teaching assistantships, and research positions;
- organizes social events and get-togethers;
- raises the profile of Aboriginal students in the field of education.

Location: Room 7-191, 252 Bloor Street West
Telephone: (416) 923-6641 ext. 2286
Email: ien@oise.utoronto.ca

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students Association

OISE/UT's International Students' Association (ISA) arranges “buddies” for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic exchange, and looks into the specific needs of the international students. The ISA is represented on the GSA General Council.

Location: Room 8-107, 252 Bloor Street West
Telephone: (416) 923-6641 ext 4733
E-mail: isa@oise.utoronto.ca

Kidspace Day Care

Kidspace Inc. Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department.

Location: Ground floor, 252 Bloor Street W.
Telephone: (416) 926-4702.
FAX: (416) 926-4725

Preservice Student Union

The Student Union, in cooperation with the Student Services Office, acts on behalf of students in matters relating to the preservice teacher education program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office (978-8460). Through their Union, preservice students have representatives on the Faculty Council of OISE/UT, its committees and the Teacher Education Alumni Association. They are also represented on the Students' Administrative Council of the University.

Student Services Office (OISE/UT)

The OISE/UT Student Services Office provides individual student counselling on financial, personal and academic matters for all preservice and graduate students. Special services to students with a disability are coordinated through this department

Location: Room 124, 371 Bloor Street West
Telephone: (416) 978-8157.
FAX: (416) 978-8382
E-mail: stuserv@tednet.oise.utoronto.ca
Web address:
http//www.oise.utoronto.ca/~stuserv

Research Consulting Service

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research project design, implementation, analysis, and writeup. Consultation topics may include research methodology, questionnaire design, data processing, graphics, qualitative analysis echniques, statistical procedures, etc. Short non-credit workshops are offered related to use of research-related software: data entry, SPSS, and qualitative software packages. Appointments must booked in advance by calling he number above, while drop-in advice is available daily.

Head: Sue Elgie
Location: 8-291, 252 Bloor Street West
Hours: Drop-in advice - 3:00 PM to 4:00 PM
Telephone: (416) 923-6641 ext. 2463
E-mail: selgie@oise.utoronto.ca

Teacher Education Alumni Association

The Alumni Development Office is located in the Student Services Office.
Location: Room 124, 371 Bloor Street West
Telephone: (416) 978-8157.

Teacher Employment Preparation Centre (TEP Centre)

The TEP Centre has information on application procedures, teaching in another province, job postings, reference books, etc.
Location: Room 22-A, 371 Bloor Street West
Telephone: (416) 978-8837

Teacher Referral Service (TRS)

The TRS is a year round service which matches job postings to OISE/UT teacher education students.
Location: Room 22-A, 371 Bloor Street West
Telephone: (416) 978-8837

University-Wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House located in the Borden Building North at 563 Spadina Avenue houses the Office of Aboriginal Student Services and Programs (OASSP) founded in 1992 and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the University, and a place where the University community can learn about Native people.

For more information please contact:
The Office of Aboriginal Student Services and
Programs
First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone (416) 978-8227
FAX (416) 978-1893

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 1998/99, excluding tuition:

Rent	$4,800
Food	$4,000
Clothing	$650
Books	$750
Health insurance (for international students)	$580
Dental Insurance	$130
Local transportation	$320
Miscellaneous:	$3,500
TOTAL	$14,730

•Student Housing

Most of the University's students live at home in Toronto. The balance are divided equally between those who reside on campus in a student residence and those who locate off-campus accommodation about thirty to forty-five minutes travel time from classes. The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date off-campus housing and residence information as well as other information a student might need to assist in locating and arranging suitable student housing. Students needing more information regarding their student housing options should contact the Housing Service or visit the Housing Service on the Internet at "http://utl2.library.utoronto.ca/www/housing_service/"

•On-Campus Residences

Residences for single, graduate and undergraduate students are located on all three campuses of the University. You should contact the residence directly to inquire about application. At the Housing Service on the St. George campus, students may use the Residence Information Terminal to view photographs and get information for the residences on all three campuses. If you are unable to get the information you need on the Internet, contact the Housing Service.

•Family Housing

Family housing is available in 710 apartments on the St. George campus and in 84 apartments on the Erindale campus. Priority for the unfurnished, university apartments is given to student families. The term “family” refers to students residing with their dependent children and to childless couples in a permanent relationship. Waiting periods for these apartments may vary depending on the time of year and the type of apartment requested so it is advisable to apply as soon as a student is seriously considering attending the University. Students may submit an application for Family Housing **before** being given an offer of admission to the University. Contact Family Housing at the University Housing Service to receive an information/application package.

•Off-Campus Housing

Each campus Housing Service maintains listings of available off-campus housing advertised by city landlords and by students seeking others to join them. Students who are looking for off-campus housing use the lists of advertisements displayed in their Housing Services as they would the "classified" section of a newspaper locating accommodation to meet their needs while staying in temporary housing which they arrange in advance of their arrival. At the Housing Service on the St. George campus, students may also search on-line by type(s) of accommodation, area(s) of the city, and the price range desired. The Housing Service at the Koffler Student Services Centre will provide a list of temporary accommodation on request.

For the winter academic session, some students rent their long-term housing from August 1 or October 1, avoiding the September 1 occupancy date which is popular with students at most post-secondary educational institutions in the city. Housing is usually advertised about four to six weeks in advance of the date it becomes available for occupancy and it generally takes one to three weeks for a student to locate suitable accommodation, depending on the type of housing desired and budget.

NOTE: Since accommodation is not inspected, the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.

Cost of Student Housing - Residence, Family Housing and Off Campus

Most of the residences have a compulsory meal plan. As a guideline, for the 1997/98 school term the cost of residence with a full meal plan was approximately $5500 to $6500 for the eight-month, academic session. Modified meal plans are available in some residences. The cost of a residence providing cooking facilities but no meal plan is approximately $3500. Fees are usually paid in two installments at the beginning of each of the four-month fall and spring terms. For 1997/98, rent for the university family housing ranged from approximately $444 to $727 depending on location and size of the unit, payable monthly. Rooms in shared houses or apartments off-campus generally cost students $350 to $500 per month. However, a student requiring a bachelor, one-, two-, or three-bedroom apartment off-campus usually pays $500 to $650, $600 to $750, $750 to $1000 and $1100 to $1400, respectively.

More information can be obtained from the following offices:

University of Toronto Housing Service
St. George Campus
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8045
Fax: (416) 978-1616
E-mail: housing.service@utoronto.ca

Erindale College
Telephone: (905) 828-5286

Scarborough College
Telephone: (416) 287-7365

More information is available at: http://utl2.library.utoronto.ca/www/housing_service/

Career Centre

The University's Career Centre at the Koffler Student Services Centre, 214 College Street (416-978-8000), provides career planning and employment-related services to students and recent graduates on an individual or group basis. Career development seminars to assist students exploring career opportunities or searching for employment are offered regularly. Students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and continuing employment opportunities are advertised at the Centre.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students completing doctoral degrees and seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier on file at the Centre.

Family Care Advisor

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides counselling and referral services to students who require child care, elder care or other forms of assistance with family responsibilities. Additional services include support groups, workshops and guest speakers. The resource centre contains a library of material on issues ranging from pregnancy and parenting to lesbian and gay family issues, homework and bereavement.

The Family Care Advisor and the Resource Centre are located on the second floor of 40 Sussex Avenue, one block west of Robarts Library. Office hours are limited, therefore, students are asked to telephone (416) 978-0951 to arrange an appointment in advance.

Hart House

All OISE/UT students are automatically members of Hart House. Come in and enjoy our wide variety of social, cultural and athletics programs - our indoor track, swimming pool, Nautilus circuit, fitness and instructional classes, remarkable Art Gallery, fantastic music and free concerts, great debates and 30+ clubs and committees from Bridge to Yoga. All in one magnificent building that is open to welcome you 365 days a year. Travel to Hart House Farm in the Caledon Hills. Enjoy fresh food fast in the Arbor Room, an excellent lunch or Sunday brunch in the Gallery Grill, book an event or meeting (our catering service is unsurpassed), or simply find a quiet place to read or relax. Make Hart House your 'home away from home'.

Telephone: (416) 978-2452
Web address:
http://www.utoronto.ca/harthouse

Health Services

Medical and psychiatric services are available at
The University Health Services
Koffler Student Services Centre
214 College Street
- Medical Clinic, 978-8030
- Psychiatric Division, 978-8070

The Medical division also offers its services to spouses. Sports injury services are under the auspices of the Department of Athletics and Recreation (978-7376).

All students need health insurance coverage - for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. **The University Health Insurance Plan (UHIP) is compulsory for international students.**

International Student Centre (ISC)

All members of the university are invited to use the facilities and services of the Centre and take part in ISC programs. Services include: English conversation classes and writing tutorials, counselling and assistance with problems arising from cultural difference, and information about work or study opportunities abroad. Services especially for international students include a reception service and orientation events for newcomers and ongoing assistance with a variety of non-academic concerns (immigration, health insurance, tax, etc.). General questions may be addressed to:

International Student Centre
33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: (416) 978-5646
e-mail: isc.information@utoronto.ca
Web address:
http://www.library.utoronto.ca/www/isc/

International Student Exchange Office

Students from all faculties and departments are encouraged to participate in the international and Canadian exchanges offered through the International Student Exchange Office, Office of the Vice-President and Provost.

International exchanges include universities in the following countries: Australia, Barbados, France, Germany, Hong Kong, Jamaica, Japan, Singapore, Taiwan, Trinidad and the United Kingdom.

Canadian exchanges include; McGill University, McMaster University, Queen's University, Université Laval, Université de Montreal, University of Alberta, University of British Columbia, University of Waterloo, and the University of Western Ontario.

Awards are available for some exchanges. For more information and application forms, contact:

International Student Exchange Office
Office of the Vice-President and Provost
Room 202, Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 946-3138
FAX: (416) 978-6110
e-mail: student.exchange@utoronto.ca
Web address:
http://www.utoronto.ca/student.exchange/

Sexual Harassment Education, Counselling and Complaint Office

The Sexual Harassment Education, Counselling, and Complaint Office administers the university's Sexual Harassment Policy by providing advice, education, and information to the university community, counselling all parties to complaints, and mediating complaints about harassment based on sex or sexual orientation.

The policy covers all members of the university. All complaints and requests for information are kept completely confidential. For appointments, contact:

SHECC Office
3rd floor, 40 Sussex Avenue
Toronto, Ontario M5S 1J7
Telephone: (416) 978-3908
Fax: (416) 971-2289

Special Services to Persons with a Disability

Special Services' goal is to facilitate the inclusion of students with hidden or obvious disabilities and health considerations into University life. Students first meet with an intake counsellor to discuss their individual needs. Where appropriate, students may then meet with one of the professionals on staff such as the Learning Disability Specialist or Occupational Therapist to establish strategies and, if necessary, determine accommodations. All discussions are confidential. The service offers liaison with academic and administrative units within the University and with off-campus agencies. As well, for those eligible, the service provides a wide range of support including alternative test and examination arrangements, notetaking services, on-campus transportation, personal counselling, workshops, adaptive equipment and assistive devices. Information and resource materials on health conditions and disability related issues are available.
The office is located at the address below:
Liaison officers are available at Scarborough and Erindale Colleges.

The Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone (416) 978-8060, (Voice)
T.D.D. (416) 978-1902
FAX (416) 978-8246

Ontario College of Teachers/L'Ordre des enseignantes et des enseignants de L'Ontario

121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: (416) 961-8800
1-888-534-2222
FAX: (416) 961-8822
e-mail: info@oct.on.ca
web address: www.oct.on.ca

L'Association Des Enseignantes Et Des Enseignants Franco-Ontariens (AEFO)

681 Belfast Road
Ottawa, Ontario K1G 0Z4
Telephone (613) 244-2336

Federation of Women Teachers' Association of Ontario (FWTAO)

1260 Bay Street, Third Floor
Toronto, Ontario M5R 2B8
Telephone (416) 964-1232

Ontario English Catholic Teachers' Association (OECTA)

65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8
Telephone (416) 925-2493

Ontario Public School Teachers' Federation (OPSTF)

5160 Orbitor Drive
Mississauga, Ontario L4W 5H2
Telephone (905) 238-0200

Ontario Secondary School Teachers' Federation (OSSTF)

60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone (416) 751-8300

Ontario Teachers' Federation (OTF)

1260 Bay Street, #700
Toronto, Ontario M5R 2B5
Telephone (416) 966-3424

Qualification Evaluation Council of Ontario (QECO)

1260 Bay Street, 6th floor
Toronto, Ontario M5R 2B9
Telephone (416) 323-1969

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

FACULTY OF ARTS AND SCIENCE

•University of Toronto at Mississauga (Erindale College)

Exceptionality in Human Learning

The four year specialist undergraduate degree program provides a good preparation for applicants to the OISE/UT Bachelor of Education program or the Master of Arts in Child Study and Education program (for kindergarten to grade 6).

Mathematics Education

OISE/UT and the University of Toronto at Mississauga have agreed to a partnership to enhance the preparation of secondary school teachers of mathematics. Students in the undergraduate program at the University of Toronto at Mississauga will enrol in the program during their third year.

During their fourth year, students will take a special mathematics course designed to be good preparation for students wanting to pursue a career in teaching and will participate in a field experience in a secondary school working with a mentor teacher. Their work at OISE/UT will build upon their prior learning.

•University of Toronto at Scarborough (Scarborough College)

The Early Teacher Project

A four year undergraduate degree program in the Physical Sciences and in French Language Education leading to admission to the OISE/UT Bachelor of Education degree program.

FACULTY OF MUSIC

Music Education

A four year undergraduate degree program in music education which provides a good preparation for music applicants to the OISE/UT preservice teacher education degree programs.

SCHOOL OF PHYSICAL AND HEALTH EDUCATION

Physical and Health Education

A four year undergraduate degree program which provides a good preparation for physical and health education applicants to the OISE/UT Bachelor of Education degree program.

WOODSWORTH COLLEGE

Certificate in Teaching English as a Second Language

A program of interest to applicants for teacher education and to those who wish to teach in this particular field of education.

Degrees Offered by the University 1997/98

Undergraduate Degrees	Faculty/School
Bachelor of Applied Science (B.A.Sc.)	Applied Science & Engineering
Bachelor of Architecture (B.Arch.)	Architecture & Landscape Architecture
Bachelor of Arts (B.A.)	Arts & Science & Scarborough College
Honours Bachelor of Arts (Hon. B.A.)	Arts & Science & Scarborough College
Bachelor of Commerce (B.Com.)	Arts & Science & Management Scarborough College
Bachelor of Science in Dentistry (Dental Hygiene) (B.Sc.D.)	Dentistry
Bachelor of Education (B.Ed.)	OISE/UT
Bachelor of Landscape Architecture (B.L.A.)	Architecture & Landscape Architecture
Bachelor of Physical & Health Education (B.P.H.E.)	Physical & Health Education
Bachelor of Science (B.Sc.)	Arts & Science & Scarborough College
Honours Bachelor of Science (Hon. B.Sc.)	Arts & Science & Scarborough College
Bachelor of Science (Occupational Therapy) (B.Sc.OT.)	Medicine
Bachelor of Science (Physical Therapy) (B.Sc.PT.)	Medicine
Bachelor of Laws (LL.B.)	Law
Bachelor of Music (Mus. Bac.)	Music
Bachelor of Music in Performance (Mus. Bac. Perf.)	Music
Bachelor of Science in Nursing (B.Sc.N.)	Nursing
Bachelor of Science in Pharmacy (B.Sc.Phm.)	Pharmacy
Doctor of Dental Surgery (D.D.S.)	Dentistry
Doctor of Medicine (M.D.)	Medicine
Doctor of Pharmacy (Pharm.D.)	Pharmacy

Graduate Degrees:

The School of Graduate Studies is responsible for all graduate studies and for developing and mplementing appropriate regulations and operating procedures. Each student is enrolled in one of the graduate departments/ centres/institutes which offer graduate study and in the case of combined programs, one of the faculties.

Degree	Faculty/Department/ Centre/Institute
Master of Applied Science (M.A.Sc.)	Departments in Applied Science & Engineering Geology
Master of Engineering (M.Eng.)	Departments in Applied Science & Engineering
Master of Arts (M.A.)	Departments in Arts and Science Comparative Literature Criminology Departments in OISE/UT Drama History and Philosophy of Science and Technology Medieval Studies Music Russian and East European Studies South Asian Studies
Master of Arts in Child Study and Education	OISE/UT (HDAP)
Master of Business Administration (M.B.A.)	Management
Bachelor of Laws & Master of Political Science L.L.B./M.A.)	Law/Arts & Science
Master of Arts in Teaching (M.A.(T))	OISE/UT (CTL)

Degrees Offered by the University 1997/98

Master of Management & Professional Accounting (M.M.P.A.)	Erindale College
Bachelor of Laws & Master of Business Admin. (LL.B./M.B.A.)	Law/Management
Master of Education (M.Ed.)	Departments in OISE/UT
Master of Health Science (M.H.Sc.)	Clinical Biochemistry
	Clinical Biomedical Engineering
	Community Health
	Speech Language Pathology
Master of Industrial Relations (M.I.R.)	Industrial Relations
Master of Laws (LL.M.)	Law
Master of Studies in Law (M.S.L.)	Law
Master of Information Studies (M.I.St.)	Information Studies
Master of Museum Studies (M.M.St.)	Museum Studies
Master of Music (Mus.M.)	Music
Master of Nursing (M.N.)	Nursing Science
Master of Science (M.Sc.)	Departments in Arts & Science
	Departments in Medicine
	Dentistry
	Medical Science
	Nursing Science
	Pharmacy
Master of Science in Biomedical Communications (M.Sc.BMC)	Institute of Medical Science
Master of Science in Forestry (M.Sc.F.)	Forestry
Master of Forest Conservation (M.F.C.)	Forestry
Master of Science in Planning (M.Sc.Pl.)	Geography
Master of Social Work (M.S.W.)	Social Work
Bachelor of Laws & Master of Social Work (LL.B./M.S.W.)	Law/Social Work
Master of Philosophy (Phil.M.)	History of Art
Doctor of Education (Ed.D.)	Departments in OISE/UT
Doctor of Juridical Science (S.J.D.)	Law
Doctor of Music (Mus.Doc.)	Music
Doctor of Philosophy (Ph.D.)	Departments in Arts and Science
	Departments in Applied Science & Engineering
	Departments in Medicine
	Comparative Literature
	Criminology
	Dentistry
	Departments in OISE/UT
	Forestry
	History & Philos. of Sci. & Tech.
	Industrial Relations
	Information Studies
	Management
	Medical Science
	Medieval Studies
	Music
	Pharmacy
	Social Work
Doctor of Dentistry & Doctor of Philosophy (D.D.S./Ph.D.)	Dentistry/An appropriate department
Bachelor of Laws & Doctor of Philosophy (L.L.B./Ph.D.)	Law/Arts & Science (Economics)
Doctor of Medicine & Doctor of Philosophy (M.D./Ph.D.)	Medicine/An appropriate department

Toronto School of Theology	Faculty/Department/Centre/Institute
Master of Divinity (M.Div.)	Toronto School of Theology
Master of Religious Education (M.R.E.)	Toronto School of Theology
Master of Religion (M.Rel.)	Toronto School of Theology
Master of Theology (Th.M.)	Toronto School of Theology
Doctor of Theology (Th.D.)	Toronto School of Theology

Undergraduate Certificate/Diploma Programs	Faculty/Department/Centre/Institute
Diploma in Technical Education	OISE/UT
Certificate in Business	Woodsworth & Scarborough College
Certificate in Criminology	Woodsworth
Certificate in Law Enforcement & Administration	Woodsworth
Certificate in Personnel & Industrial Relations	Woodsworth
Certificate in Teaching English as a Second Language	Woodsworth
Artist Diploma	Music
Certificate as a Nurse Practitioner (Primary Health Care)	Nursing

Graduate Certificates/Diploma Programs	Faculty/Department/Centre/Institute
Diploma in Dental Anaesthesia	Dentistry
Diploma in Dental Public Health	Dentistry
Diploma in Endodontics	Dentistry
Diploma in Oral Pathology and Medicine	Dentistry
Diploma in Oral Radiology	Dentistry
Diploma in Oral & Maxillofacial Surgery & Anaesthesia	Dentistry
Diploma in Orthodontics	Dentistry
Diploma in Paediatric Dentistry	Dentistry
Diploma in Periodontology	Dentistry
Diploma in Prosthodontics	Dentistry
Diploma in Child Psychiatry	Medicine
Diploma in Clinical Chemistry	Medicine
Certificate in Teaching of Occupational Therapy	Medicine
Certificate in Teaching of Physical Therapy	Medicine
Certificate in Public Health	Medicine
Diploma in Industrial Health	Medicine
Diploma in Operatic Performance	Music
Diploma in Gerontology	Woodsworth
Diploma in Social Work Research	Social Work
Certificate as an Acute Care Nurse Practitioner	Nursing

NOTE: Graduate diplomas and certificates are not part of the School of Graduate Studies

Officers of the University 1998/99 (partial list)

Chancellor
The Honourable H.N.R. Jackman, C.M., K.St.J., B.A., LL.B., LL.D.

Chair, Governing Council
W.M. Cecil-Cockwell, B.A.

President and Chief Executive Officer
J.R.S. Prichard, O.C., M.B.A., LL.B., LL.M., Ph.D. (Hon.), LL.D.

Vice-President & Provost
A. Sedra, B.Sc., M.A.Sc., Ph.D.

Vice-President and Chief Development Officer
J. Dellandrea, B.A., M.Ed., Ed.D.

Vice-President, Administration and Human Resources
M.G. Finlayson, B.A., M.A., Ph.D.

Vice-President, Research and International Relations
H. Munroe-Blum, B.A., B.S.W., M.S.W., Ph.D.

Chief Financial Officer
R.G. White, C.M.A.

Deputy Provost
C. Tuohy, B.A., M.A., Ph.D.

Vice-Provost, Relations with Health Care Institutions
A. Aberman, M.D., F.R.C.P. (C)

Vice-Provost, Planning and Budget
D. McCammond, B.Sc., Ph.D.

Vice-Provost
P. Gooch, B.A., M.A., Ph.D.

Vice-Provost, Students
I. Orchard, B.Sc., Ph.D., D.Sc.

Secretary of the Governing Council
J.G. Dimond, B.A., M.A., Ph.D.

Assistant Provost
B. FitzPatrick, B.A., M.A., Ph.D.

Assistant Vice-President, Technology Transfer
P. Munsche, B.A., M.A., Ph.D.

Assistant Vice-President, Student Affairs
W.D. Neelands, B.A., M.A., M.Div., Th.D.

Assistant Vice-President, Operations and Services
J. Oliver, B.Com., M.Sc.

Chief Librarian
C. Moore, B.A., M.L.S.

University Registrar
K.J. Swift, B.Sc., M.Ed.

University Ombudsperson
M. Ward, M.A.

Status of Women Officer
R. Ambramovitch, Ph.D.

Sexual Harassment Officer
P.M. Stamp, B.A.

Warden, Hart House
M. Hancock, B.A., M.Ed.

Dean, Faculty of Physical Education and Health
B. Kidd, B.A., A.M., M.A., Ph.D.

Director of Student Services
M. Van Norman, B.A., M.A.

Coordinator of Counselling and Learning Skills Service
Sam Minsky, Ph.D., C. Psych.

Family Care Advisor
J. Nolan, B.A., B.Ed.

Coordinator of Family Housing
E. Giles

Acting Director of Health Services
S. Taman, M.D.

Director of International Student Centre
E. Patterson, B.A.

Coordinator of Off-Campus Housing and Residence Information Services
P. Karimalis, B.A., Dip.Ed.

Coordinator of Special Services to Persons with a Disability
H. Simson, B.A., M.A.

Coordinator, Office of Aboriginal Student Services and Programs
TBA

Director of Statistics, Records, and Convocation
P.F. Leeney, B.A., M.A.

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CALENDAR 1998

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CALENDAR 2001

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OISE UT

Ontario Institute for Studies in Education
of the University of Toronto

Initial/Preservice Teacher Education

CALENDAR

1999/2000

Registrar's Office

252 Bloor Street West, Toronto, Ontario M5S 1V6

Initial/Preservice Teacher Education Programs

Bachelor of Education and Diploma in Technical Education/ Ontario Teachers' Certificate of Qualification Programs

Admissions	(416) 926-4701
E-mail:	admissions@oise.utoronto.ca
Web Address:	www.oise.utoronto.ca/admissions
Registered Students	(416) 926-4742
E-mail:	admitted@oise.utoronto.ca
Transcripts & Records	(416) 926-4743
E-mail:	transcripts@oise.utoronto.ca
FAX	(416) 923-7834

Master of Arts in Child Study and Education/ Ontario Teachers' Certificate of Qualification Program

(See information on Graduate Studies in Education below)

Continuing Education Program for Teachers

Admissions & Registration	(416) 926-4762
Transcripts & Records	(416) 926-4743
FAX	(416) 923-7834
E-mail:	aq@oise.utoronto.ca
Web Address:	www.oise.utoronto.ca/

Graduate Studies in Education

Admissions & Registration	(416) 923-6641 ext. 2663/2664 1-800-785-3345
Transcripts & Records	(416) 978-2383
FAX (Grad Studies)	(416) 323-9964
FAX	(416) 926-4725
Cable Address	OISETOR
E-mail	gradstudy@oise.utoronto.ca
Web Address:	www.oise.utoronto.ca/

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SEP 8 1999
OISE/UT

Admissions Policy Statement

In keeping with the Policies and Principles for Admission to the University of Toronto, OISE/UT is dedicated to admitting qualified candidates who reflect the ethnic, cultural and social diversity of Metropolitan Toronto, Ontario and Ontario Schools.

Applications are encouraged from visible minorities, differently abled persons, women in non-traditional subject areas, males interested in primary school teaching, aboriginal persons and native speakers of French.

Admission of International Students

OISE/UT welcomes qualified international students. Efforts are made to meet their special needs insofar as resources permit. International students and others who are not candidates for an Ontario Teachers' Certificate of Qualification must comply with such conditions of admissions as the Faculty Council of OISE/UT may determine.

Calendar Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the Calendar, and to withdraw courses or sections for which enrolment or resources are insufficient.

Changes in Courses

For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, prerequisites and corequisites, grading policies and timetables without prior notice.

Changes in Programs of Study

The programs of study that our Calendar lists and describes are available for the years to which the Calendar applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonably possible advance notice and alternative instruction will be given. The University, however, will not be liable for any loss, damages, or other expenses that such changes might cause.

Changes in Regulations and Policies

The University has several policies which are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations relating to OISE/UT initial teacher education programs are displayed herein. Applicable University policies are either fully displayed or listed herein.

In applying to OISE/UT the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall be subject to the rules, regulations, and policies cited in the Calendar.

Copyright in Course Lectures

Students wishing to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

Student Number/Person I.D.

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to student numbers. The University assumes and expects that students will protect the confidentiality of their Student Number/Person I.D.

Satisfactory Evidence of Freedom fro Tuberculosis

Applicants who receive an offer of admission t the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) before registratio The test must:

- be done during the 12 months prior to the sta of the program

- clearly show the date(s) when the tuberculin test was administered and include one of the following result(s):

  - a negative tuberculin or 'skin test',

  OR
  - a positive tuberculin or 'skin test', followe by a normal chest X-Ray,

  OR
  - a normal chest X-Ray

- show the name of the doctor or testing agen

- be signed and dated by an authorized healt professional currently practising in Canada.

NOTE:

1. Immunization cards and self-evaluated tes results are not acceptable.

2. Candidates will not be allowed to attend the program if the proof of freedom from active tuberculosis is missing or incomplete.

Criminal Record Screening

The Ontario College of Teachers (OCT) is responsible for the licensing and regulation of the teaching profession in the public interest.

In order to provide increased protection for elementary and secondary students in Ontari schools and to help to ensure that teachers a worthy of the trust placed in them by student parents and colleagues, the College requires that all new teacher education graduates who be applicants for OCT membership and teach certification, provide original reports of crimin record checks and an Applicant's Declaratio about their suitability for registration.

NOTE: The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms. For example:

- **1999 Fall Session** - September 1999 to December 1999
- **2000 Winter Session** - January 2000 to April 2000
- **2000 Summer Session** - May 2000 to August 2000
  - **First Term** - May and June
  - **Second Term** - July and August

In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.

1999

ptember 1, 2	Registration - Bachelor of Education and Diploma in Technical Education Programs
ptember 6	University closed - Labour Day
ptember 7	Classes begin
ptember 20	Last day for course and section changes for Fall Session and full-year courses
tober 11	University closed - Thanksgiving Day
tober 18-22	Practicum - orientation to schools
tober 31	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Fall Session
vember 1-26	Practicum - classroom practice
vember 12	Deadline for withdrawing without academic penalty from Fall Session courses
cember 10	Classes end
cember 13, 14, 15	Employment Preparation Conference
cember 22	University closed until January 3, 2000

2000

January 3	2000 Winter Session begins - classes resume
January 14	Last day for course and section changes for Winter Session courses
January 15	Second installment of fees due
January 31	Deadline for reporting immigration status changes affecting International Student Fee Exemptions for the Winter Session
February 7-11	Practicum - orientation to schools
February 21 - March 10	Practicum - classroom practice
March 13-17	March break in the Ontario school system - no OISE/UT classes
March 20-24	Practicum - classroom practice
March 31	Deadline for withdrawing without academic penalty from Winter Session and full-year courses
April 14	Classes end
April 17-19	Assessment
April 21	University closed - Good Friday
April 25	Internship begins
May 22	University closed - Victoria Day
June 2	Internship ends

essional Dates 1999/2000 - Master of Arts in Child Study and Education/ O.T.C. of Q. Program

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1999

OTE: Students in this program are also subject to the rules and regulations of the School of raduate Studies and should refer to the OISE/UT Bulletin and the School of Graduate Studies alendar for further information.

uly 31	Deadline for adding 1999 Fall Session and full-year courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
ugust 2	University closed - Civic Holiday
ugust 16	Registration for the 1999 Fall Session and the 2000 Winter Session begins
eptember 5	Deadline for submission of Individual Reading and Research course approval forms for 1999 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
eptember 6	University closed - Labour Day
eptember 13	Lectures begin for 1999 Fall Session and full-year courses
eptember 17	1999/2000 Fall/Winter Session registration, which includes tuition fee payment, ends. After this date, a Late Registration Fee will be charged
eptember 15	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at Fall Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
eptember 30	Grade submission date for 1999 Summer Session courses. (Grades will be mailed to students toward the end of October)
eptember 30	Deadline for INC designation for 1998 Fall Session courses to be changed to a regular grade or a failure
eptember 30	Last day to request a Deferral of Admission for the 1999 Fall Session and the 2000 Winter Session
ctober 8	Deadline for adding 1999 Fall Session and full-year courses
ctober 11	University closed - Thanksgiving Day (classes rescheduled)
ovember 5	Deadline for withdrawing from 1999 Fall Session courses without academic penalty
ovember 15	Deadline for part-time Special Students to submit application forms and all pertinent documents for application to the 2000 Winter Session

1999 Continued

November 15	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
November 25	Fall Convocation - Ph.D. and M.A. (6:00 pm)
December 3	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Summer Session, the 2000 Fall Session and the 2001 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses.
December 3	Deadline for receipt of applications for a 2000 Fall Session and 2001 Winter Session Graduate Assistantship (for full-time study only)
December 10	Last day of lectures for the 1999 Fall Session
December 10	Deadline for adding 2000 Winter Session courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
December 13, 14, 15	Employment Preparation Conference
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 2000 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 22-31	University closed

2000

January 3	Lectures begin for the 2000 Winter Session
January 7	Deadline for registration, including tuition fee payment, for students beginning their programs in the 2000 Winter Session. After this date a late registration fee will be charged
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive one year of the required "full-time study" credit towards the Ph.D. (The information is needed by the Registrar's Office, Graduate Studies Registration Unit, by this date to allow for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)

2000 continued

January 17	Deadline for master's degree students who completed degree requirements in the 1999 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 20	Grade submission date for the 1999 Fall Session courses. (Grades will be mailed to students in mid-February)
anuary 20	Deadline for INC designation for 1999 Winter Session courses to be changed to a regular grade or a failure
anuary 21	Deadline for adding 2000 Winter Session courses
February 25	Deadline for withdrawing from the 2000 Winter Session and full-year courses without academic penalty
March TBA	Graduation "in absentia"
March 13-17	March break in the Ontario school system (no OISE/UT classes scheduled)
March 3	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
March 15-19	Pre-enrolment forms for continuing students, for the 2000 Summer Session, 2000 Fall Session and the 2001 Winter Session, will be mailed
pril 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
pril 7	Last day of 2000 Winter Session and full-year lectures
pril 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
pril 21	University closed - Good Friday
pril 30	Continuing students should pre-enrol in courses for the 2000 Summer Session, the 2000 Fall Session and the 2001 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
ay 5	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs or courses

2000 (continued)

May 19	Grade submission date for 2000 Winter Session and full-year courses. (Grades will be mailed to students in mid-June)
May 19	Deadline for INC designation for 1999 Summer Session courses to be changed t a regular grade or a failure
May 22	University closed - Victoria Day
June TBA	Spring Convocation
July 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses

ean
ichael G. Fullan, Ph.D. (Toronto)

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econdary - Ian Hundey, M.A. (Windsor)

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rriculum, Teaching and Learning TL)
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David Selby, Ph.D. (Birmingham), Prof.
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David Wilson, Ph.D. (Syracuse), Prof.
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Human Development and Applied Psychology (HDAP)

TBA, Chair
Mary Louise Arnold, Ed.D. (Harvard), Assoc. Prof., Assoc. Chair

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Esther Geva, Ph.D. (Toronto), Assoc. Prof.
Joseph Ducharme, Ph.D. (Toronto) Assoc. Prof.
Michel Ferrari, Ph.D. (UQAM), Assist. Prof.
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Dale M. Willows, Ph.D. (Waterloo), Prof.
Earl Woodruff, Ph.D. (Toronto), Assist. Prof.

Institute of Child Study

Elizabeth Morley, Dip.C.S. (Toronto) Acting Director
Janet W. Astington, Ph.D. (Toronto), Prof.
Andrew J. Biemiller, Ph.D. (Cornell), Prof.
Robbie Case, Ph.D. (Toronto), Prof.
Jennifer Hardacre, Ed.D. (Nova), Sr. Tutor
Jenny Jenkins, Ph.D. (London), Assoc. Prof.
Jan Pelletier, Ph.D. (Toronto), Assist. Prof.
Richard Volpe, Ph.D. (Alberta), Prof.

Institute of Child Study Laboratory School

Elizabeth Morley, Dip.C.S. (Toronto), Principa
Christine Bogert, Dip.C.S. (Toronto)
Anne Cassidy, Dip.C.S. (Toronto)
Bev Caswell, Dip.C.S. (Toronto)
Julie Comay, M.A. (Toronto)
Pascale Coquinay, DEVG (Paris)
Christel Durand, F.T.Cert. (Toronto)
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Patti MacDonald, B.A. (York)
Michelle Martindale, Dip.C.S. (Toronto)
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Richard Reeve, M.Ed. (Toronto)
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Erica Weininger, Dip.C.S. (Toronto)

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Stephen Anderson, Ph.D. (Toronto), Assoc. Prof.
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History and Function of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)

On July 1, 1996, the Ontario Institute for Studi in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the university called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). The following an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)
When secondary education in Upper Canada w officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' fou their way into the classrooms of the District Grammar Schools. Unfortunately, the supply o these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite o the difficulties encountered, no serious attemp to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involvi model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provinci school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton an renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculti of education were organized at the University o Toronto and at Queen's University. In Toronto the Faculty offered professional secondary school courses in pedagogy. In order to impro the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve a a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

ıe Institute of Child Study (ICS) was founded in)26 as the St. George's School of Child Study, e first university laboratory preschool in anada. In 1939, it became the Institute of Child udy, the first of the University of Toronto's ulti-disciplinary research centres, and in 1971 became a constituent part of the Faculty of lucation.

ıe previously described pattern of teacher aining continued until after the close of World ar I. In 1920, it came to an abrupt end when e Faculty at Toronto was designated the ıtario College of Education (OCE), University Toronto. In the following years the College panded its program, services, and facilities, d added a number of important departments: e Guidance Centre in 1943 and the Vocational d Industrial Arts Department in 1946.

ıring a period of forty-five years, the Ontario ɔllege of Education was the sole institution in e province for the preparation of secondary hool teachers. In 1965, the situation altered h the opening of Althouse College of lucation, University of Western Ontario. Since en several other faculties of education have en established in Ontario.

1966, the departments of Graduate Studies d Research were transferred to the Ontario stitute for Studies in Education (OISE). In the me year a new agreement for the operation of e Ontario College of Education was made tween the Minister of Education and the iversity of Toronto, establishing a College uncil and an Advisory Board. By the same reement, the name was changed to The llege of Education, University of Toronto. The ucational Media Centre was added in 1966, the partment of Computer Studies in 1968.

ective July 1, 1972, the College was formally signated the Faculty of Education, University Toronto (FEUT). In 1976, ICS began offering a o-year child development-based initial teacher ucation program. Establishment of the Laidlaw search Centre at ICS in 1992 further engthened the link between research and acher education.

1978 new postgraduate programs leading to e degrees of Master of Arts/Science in aching - M.A.(T.) and M.Sc.(T.) - were proved. The unique feature of these programs s been their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T.) program in English and an M.Sc.(T.) program in Mathematics were initiated. The M.Sc.(T.) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report, **For the Love of Learning**, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsed this recommendation and called for proposals for two-year, initial teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the university's Academic Board. The program was in effect for the 1995-1997 period only and was available to up to 60 Elementary students and up to 60 Secondary students.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the university's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its Field Centres, OISE maintained an important presence throughout the province.

The Relationship Between OISE and FEUT

In general, OISE and FEUT each pursued their mandates and activities separately from 1965 on. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms fo increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination o knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named externa consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of

Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)**, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual university faculties hold such status. Its departments are members of Division II (Social Sciences) of the University's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive earning community which, through research, scholarship, and excellent instruction, provides he theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, nitial and continuing teacher education in Ontario. It also is a central and integral part of he University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. ts mission emphasizes equity and access and he improvement of the educational experiences of people of all age levels and backgrounds. It ncludes partnerships with others to address a wide array of problems, drawing upon the nsights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and nternational distinction in graduate studies, nitial and continuing teacher education, esearch and field development in education, and to providing exemplary leadership within and utside the province of Ontario.

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Dean of OISE/UT

M.G. Fullan	1996 -

Summary of Programs Offered by OISE/UT

OISE/UT offers teacher education at several levels. These are summarized below. This Calendar pertains to the Initial Teacher Educati Programs only. Information regarding the Continuing Education Program and the Graduat Studies Programs can be obtained from the addresses listed herein.

Initial Teacher Education Programs

Initial teacher education programs provide training and experience valuable at all levels of education, and in a wide variety of careers for which teaching skills and proficiency in communication are required. Programs, with a few exceptions, lead to the Ontario Teachers' Certificate of Qualification (O.T.C. of Q.).

Bachelor of Education Degree

Three concentrations are offered:

- Primary/Junior
- Junior/Intermediate
- Intermediate/Senior
  (General and Technological Studies)

Diploma in Technical Education

This program is for candidates who have specialized knowledge and training in technological areas and who wish to teach in their area of expertise in the Intermediate an Senior divisions.

Master of Arts in Child Study and Education

Two concentrations are offered:

- Primary Education
- Special Education

It also leads to the Ontario Teachers' Certificate of Qualification - Primary/Junior.

The Continuing Education Progran

The Continuing Education Program for Teache offers, through part-time study, an extensive range of courses leading to additional qualifications approved by the Ontario College Teachers for holders of the Certificate of Qualification and Certificate of Registration.

Teachers who have received their teacher education outside of Ontario, who are seeking Ontario Certification and Registration, and wh have been directed by the Ontario College of Teachers to take professional courses at a faculty of education may apply for admission t Basic Divisional Qualification courses or basic level Technological Studies courses only.

uch candidates must first attend an rientation/information session at OISE/UT and re required to submit evidence of an acceptable evel of proficiency in oral and written English as escribed in the English Language Proficiency olicy (detailed on pages 64 - 65).

he Continuing Education Additional ualification courses offered in the Summer day ession and the Winter evening session, epending on resources and demand, are as ollows:

Basic Divisional Qualification courses
  (Primary, Junior, Intermediate, Senior)
One-session courses
Three-session courses
Honour Specialist (General Studies)
Technological Studies (Basic, Advanced)
Honour Specialist (Technological Studies)

pplications and Further Information

etails are found in the Continuing Education alendars available from:

ISE/UT, Registrar's Office
ontinuing Education Unit
52 Bloor Street West, Room 4-485
oronto, Ontario M5S 1V6
elephone: (416) 926-4762
AX: (416) 923-7834
-mail: aq@oise.utoronto.ca
eb address: www.oise.utoronto.ca/

raduate Studies in Education

raduate programs leading to M.Ed., M.A., d.D. and Ph.D. degrees are offered through ISE/UT's five departments. The Master of Arts Teaching (English) degree, and the Master of rts in Child Study and Education are also vailable. With the exception of the M.A. in Child tudy and Education, graduate degrees in ducation at OISE/UT do not carry Ontario acher certification.

he five departments are:

Adult Education, Community Development and
  Counselling Psychology (AECDCP)
Curriculum, Teaching and Learning (CTL)
Human Development and Applied Psychology
  (HDAP)
Sociology and Equity Studies in Education
  (SESE)
Theory & Policy Studies in Education (TPS)

Applications and Further Information

Detailed information on graduate programs is found in the 1999/2000 OISE/UT Bulletin available at:

OISE/UT, Office of the Registrar
Graduate Studies Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario, Canada M5S 1V6
Telephone: (416) 923-6641, Ext. 2663 or 2664
Telephone: 1-800-785-3345
FAX: (Grad. Studies) (416) 323-9964
FAX: (416) 926-4725
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca
Web address: www.oise.utoronto.ca/

Laboratory Schools

The **University of Toronto Schools (UTS)** is a day school for students from grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities provided for enrichment, acceleration, independent study and experimentation. Resources of the school are available to staff and students of OISE/UT for teaching practice, demonstration, and experiment. For further information, please contact:

The University of Toronto Schools
371 Bloor Street West
Toronto, Ontario M5S 2R7
Telephone: (416) 978-3212
FAX: (416) 978-6775
Web address: www.uts.oise.utoronto.ca

The **Institute of Child Study (ICS)** operates a laboratory school which is a day school for children from 3 to 12 years of age, and an Infant Centre. Both serve as resources for students in the M.A. in Child Study and Education program and for research activities. For further information about the laboratory school please contact:

The Institute of Child Study
45 Walmer Road
Toronto, Ontario M5R 2X2
Telephone (416) 978-3457
FAX (416) 978-6485
E-mail: anne_radford@tednet.oise.utoronto.ca

Bachelor of Education/ Ontario Teachers' Certificate of Qualification Program

- **Primary/Junior (P/J)**
- **Junior/Intermediate (J/I)**
- **Intermediate/Senior (I/S)**

(For Technological Studies, see pages 43 - 49)

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)

Candidates who are Canadian citizens or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers, and who meet all requirements of the programs, may be recommended to the Ontario College of Teachers for a Certificate of Qualification (O.T.C. of Q.) which qualifies them to teach in Ontario schools.

Admission Requirements

Applicants must hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, conferred not later than the fall convocation in the year of registration at OISE/UT. An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

Preference is given to those who have attained a high academic average in a four-year degree program and to those with relevant experience which offers evidence of a special interest in teaching. Preference may also be given to those who have selected teaching subjects for which there is a high demand. Applicants must also have met the English Language Proficiency Policy requirements.

Documentation

Each applicant must submit the following:

- A completed Ontario Universities' Application Centre (OUAC) application form with the required application and service fees attached.
- an official transcript of all degree credit courses completed to date of application.
- evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 64 - 65).
- a completed OISE/UT initial teacher education Applicant Profile.
- a photocopy of a Canadian birth certificate or, in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.
- a photocopy of a certificate of change of name where applicable.

IOTE:
Documentation in a language other than English or French must be accompanied by an official translation. Educational documents from other provinces or countries must be translated to Ontario equivalents by the Ontario College of Teachers.

Applicants who receive an offer of admission to the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers) before registration. See page 4 for further details.

Criminal record screening is required for certification by the Ontario College of Teachers. See page 4 for further details.

pplications and Further Information

pplication forms and full instructions for pplying may be obtained from the address elow. Forms are also available on request from ost Ontario university placement offices, ormally beginning in September of the year prior registration.

OISE/UT Registrar's Office
Initial Teacher Education Programs
Admissions Unit, Room 4-455
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: (416) 926-4701
FAX: (416) 923-7834
E-mail: admissions@oise.utoronto.ca

ROGRAM OF STUDY

he program consists of 7 components (A-G elow), for a total of 5.0 course weights. andidates are required to register for the ternship and for the appropriate course(s) in ach of the other 6 components. Candidates ust successfully complete all 7 components of e program in order to be recommended for the achelor of Education degree and the Ontario eachers' Certificate of Qualification.

Curriculum and Instruction (2.0 course weights)
Teacher Education Seminar (1.0 course weight)
Psychological Foundations of Learning and Development (0.5 course weight)
School and Society (0.5 course weight)
Related Studies (0.5 course weight)
Practicum (0.5 course weight)
Internship (0.0 course weight)

In addition to the regular in-faculty program delivery, a variety of school-based program delivery options exists, which will be outlined to candidates upon acceptance into the Primary/Junior, Junior/Intermediate, or Intermediate/Senior concentration of the program.

NOTE: Course Weights/Hours

• one full course (1.0) =	a minimum of 72 contact hours
• one half course (0.5) =	a minimum of 36 contact hours
• one quarter course (0.25) =	a minimum of 18 contact hours

A) Curriculum and Instruction (C & I)

Candidates must select one of the following concentrations and the respective C & I course(s). These courses consist of broad methodology courses in the Primary/Junior and Junior/Intermediate programs, and subject-specific methodology courses in the Intermediate/Senior program. Prerequisites, if any, are stated in the course descriptions.

- Primary/Junior (junior kindergarten to grade 6)
- Junior/Intermediate (grades 4 to 10)
- Intermediate/Senior (grades 7 to 12/O.A.C.)

Primary/Junior (P/J)

The C & I component of this concentration is the course Primary/Junior Education EDU1420 (2.0).

Junior/Intermediate (J/I)

The C & I component of this concentration comprises two courses:

- Junior/Intermediate Education EDU1450 (1.5)
- one Intermediate course from those listed below (0.5).

Design and Technology EDU1171
Dramatic Arts EDU1071
English (First Language) EDU1101
Family Studies EDU1161
French (Second Language) EDU1111
Geography EDU1441
History EDU1151
Mathematics EDU1221
Music-Instrumental EDU1231
Music-Vocal EDU1241
Physical and Health Education EDU1251
Science (General) EDU1301
Visual Arts EDU1011

The Elementary Education STEP Program

The Student Teaching Experience Program (STEP) is a compulsory part of the Primary/Junior and Junior/Intermediate programs. STEP provides opportunities to observe and work with associate teachers during weeks that are not part of the Practicum or Internship sessions. Depending on the option in which they are enrolled, candidates have different days or blocks of STEP. STEP days are forerunners to the Practicum sessions in that candidates are in a classroom for a series of STEP days preceding a Practicum session in the same classroom.

Intermediate/Senior (I/S)

The C & I component of this concentration comprises two courses from those listed below (1.0 course weight each).

NOTE: Candidates selecting Business Studies must choose two Business Studies courses. No other combination is acceptable.

Business Studies - Accounting EDU1340
Business Studies - Data Processing EDU1350
Business Studies - Information Management EDU1370
Business Studies - Marketing and Merchandising EDU1360
Classical Studies - Greek EDU1210
Classical Studies - Latin EDU1200
Computer Science EDU1040
Design and Technology EDU1170
Dramatic Arts EDU1070
Economics EDU1080
English (First Language) EDU1100
Environmental Science EDU1380
Family Studies EDU1160
French (Second Language) EDU1110
Geography EDU1440
Geology EDU1130
History EDU1150
Individual and Society EDU1270
International Languages - German EDU1140
International Languages - Italian EDU1190
International Languages - Spanish EDU1310
Mathematics EDU1220
Music - Instrumental EDU1230
Music - Vocal EDU1240
Physical and Health Education EDU1250
Politics EDU1260
Religious Education EDU1280
Science (General) EDU1300
Visual Arts EDU1010

B) Teacher Education Seminar

The Teacher Education Seminar (EDU6000) is required of all candidates.

C) Psychological Foundations of Learning and Development

The Psychological Foundations of Learning and Development course (EDU3506) is required of all candidates.

D) School and Society

The School and Society course (EDU3508) is required of all candidates.

E) Related Studies

The elective Related Studies courses allow candidates to pursue individual interests and deepen or broaden their knowledge and skills.

One course with a weight of 0.5 or two courses with a weight of 0.25 each are required.

Anti-Racist Education Studies EDU5510 (0.5)
Authority and Freedom in School EDU5512 (0.5)
Community, Family and School Relations EDU5514 (0.5)
Contemporary Issues in Educational Psychology EDU5558 (0.5)
Countering Myths About Aboriginal Peoples Through Multiple Media EDU5516 (0.5)
Cross-Cultural Counselling Skills for Beginning Teachers EDU5518 (0.5)
Developing a Personal Philosophy of Education EDU5520 (0.5)
Education and the Cultural Community EDU5522 (0.5)
ESL Across the Curriculum EDU5524 (0.5)
Explorations in Creative Learning and Teaching EDU5526 (0.5)
Foundations in Aboriginal Education EDU5528 (0.5)
Foundations of Current Educational Thought EDU5530 (0.5)
Gender Equity in Schools and Classrooms EDU5532 (0.5)
Issues and Curriculum Development in Aborigina Education EDU5534 (0.5)
Issues in International and Global Education EDU5536 (0.5)

(continued on next page)

Managing Conflict in Classrooms and the School Workplace EDU5538 (0.5)
Minority Groups and Equity in Education EDU5540 (0.5)
Models of Teaching EDU5542 (0.5)
Professional Ethics in Teaching EDU5544 (0.5)
Progressive Education: Theory and Practice EDU5546 (0.5)
Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU5548 (0.5)
Teaching - An Interpersonal Process EDU5550 (0.5)
Teaching in French Immersion EDU5552 (0.5)
The School as a Professional Workplace EDU5554 (0.5)
Youth Popular Culture and Schooling EDU5556 (0.5)

NOTE: If you select one of the following 0.25 weight courses, you must select at least one other 0.25 weight course to ensure a total course weight of 0.5.

An Introduction to Second Language Acquisition Processes EDU5210 (0.25)
Curriculum Development for Distance Learning EDU5212 (0.25)
Environmental Field Studies - Primary/Junior EDU5214 (0.25)
Exploring Physical Science in the Intermediate Division EDU5216 (0.25)
Introductory Conflict Resolution for a Democratic Classroom EDU5218 (0.25)
Music Enrichment for the Elementary Classroom Teacher EDU5220 (0.25)
Perspectives On Adult Education EDU5222 (0.25)
Prior Learning Assessment and Recognition EDU5224 (0.25)
Science and Technology in the Elementary Curriculum EDU5226 (0.25)
Teachers' and Students' Health: Promoting Health Through Schools EDU5228 (0.25)
Teaching the Political World EDU5230 (0.25)
The Spectrum of Problem Solving: K - O.A.C. EDU5232 (0.25)

NOTE: Enrolment in the following courses is available to both Bachelor of Education and graduate students.

- B. Ed. candidates who select one of these courses to fulfill the Related Studies component will receive a credit towards the completion of the B. Ed. degree, **not** a credit towards a graduate degree.
- These courses will be scheduled in the evening and will not be suspended during the Practicum periods as will the other B. Ed. courses. Candidates will be required to attend these courses during the Practicum.

Adult Learning EDU5110 (0.5)
Creating a Learning Organization EDU5112 (0.5)
Democracy and Education EDU5114 (0.5)
Diversity and Social Justice: Issues in Physical Education EDU5116 (0.5)
Education and Work EDU5118 (0.5)
History of Education in Canada (on-line) EDU5120 (0.5)
History of Women and Education in Canada EDU5122 (0.5)
Language in Aboriginal Education in Canada EDU5124 (0.5)
Outline of Adult Education EDU5126 (0.5)
The School and Community EDU5128 (0.5)

F) Practicum

The Practicum (EDU4010) is required of all candidates.

Locations of Practicum Assignments

School Boards

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

Other Location(s)

University of Toronto Schools
(Intermediate/Senior candidates only)

All Practicum placements are made through the Practicum Office. Under no circumstances should candidates make their own arrangements with schools.

G) Internship

The Internship is required of all candidates, and consists of a six-week field-based experience occurring from late April to early June.

COURSE DESCRIPTIONS

A) CURRICULUM AND INSTRUCTION

Accounting - see Business Studies

BUSINESS STUDIES
Intermediate/Senior

The Business Studies program includes study in the following areas: Accounting, Data Processing, Information Management and, Marketing and Merchandising. Candidates must select any two of these areas of specialization. *Prerequisites*: Two university courses (6 credits) in Business subjects. Consideration will be given to equivalent field experience and related post-secondary education.

Accounting EDU1340
(Course Weight 1.0)
This course will deal with teaching strategies, curriculum development, performance objectives, individualization, evaluation, and the establishment and maintenance of an effective classroom learning environment. Innovative instructional techniques along with the application of lateral thinking skills to the teaching of accounting will be emphasized. Candidates will be given the opportunity to examine various computer packages.

Data Processing EDU1350
(Course Weight 1.0)
This course will prepare candidates for the teaching/learning process and the development of computer studies curriculum and resource material. Candidates will examine effective teaching strategies, write instructional objectives, develop evaluation techniques for use in a computer course and learn procedures for creating an effective learning environment. The course examines the use of a programming language as a vehicle of communication and the methods of teaching a variety of computer topics such as software applications packages, structured programming, computer concepts, documentation procedures, and computers in society. Facilities are provided for hands-on experience with microcomputers.

Information Management EDU1370
(Course Weight 1.0)
The development of innovative and effective techniques of teaching modern business communications and office procedures, with emphasis on keyboarding, information processin notemaking and Business English. Proficiency i word processing must be demonstrated.

Marketing and Merchandising EDU1360
(Course Weight 1.0)
An examination of marketing policies and techniques, with emphasis on retail organization and operations. Candidates will study teaching strategies, curriculum design, and innovative instructional techniques.

CLASSICAL STUDIES
Intermediate/Senior

Greek EDU1210 (Course Weight 1.0)
(Not offered in 1999/2000)
This course may be taken only in conjunction with Latin EDU1200. For course content see Latin EDU1200.
Prerequisites: Two university courses (6 credits) in Greek.

Latin EDU1200 (Course Weight 1.0)
(Not offered in 1999/2000)
An examination of the linguistic and paralinguistic elements involved in the teaching of Latin and/or Greek, including: oral reading of prose and poetry (all common metres); morphology; grammar and syntax; derivation; use of audiovisual and multimedia aids and interest devices; the direct approach with stress on the Danish Nature Method and the Cambridge Latin Course; programmed learning; individual, small group, and large group methods; curriculum development and presentation with emphasis on the sociological aspects of life in ancient Rome and Greece; testing and measurement.
Prerequisites: Two university courses (6 credits) in Latin.

omputer Science Intermediate/Senior DU1040 (Course Weight 1.0)

his course focuses on discourses in education nd culture around computers and technology, in hich teachers produce curricula and spaces here diverse candidate populations can engage the production of computing knowledge. nowledge of computing is built by candidates, eachers, communities, cultures, and globally hrough relationships and everyday and ocial/cultural experiences. Teacher andidates, in taking up multiple orientations and edagogical approaches to the teaching of omputers, will explore issues around computer se in secondary schools - e.g. privacy, ornography, relationships, and censorship in yberspace, conceptual/imaginative nterpretations and limitations in computerized nvironments, and problem-oriented and case tudy approaches to computing. Facilities are rovided for hands-on experience with omputers.
rerequisites: Two post-secondary courses in omputing, or approved field experience.

ata Processing - see Business tudies

esign and Technology
Not offered in 1999/2000)
DU1171 Intermediate
Course Weight 0.5)
DU1170 Intermediate/Senior
Course Weight 1.0)

he philosophy of contemporary technological tudies; interpretation of guidelines; a review of xisting programs; objectives, approaches and valuation; preparation of lesson plans and eaching units; class management. Laboratory roblems in material science and fabrication are ssigned to demonstrate the teaching of skills nd management of project assignments. ractice is provided in a variety of teaching ethods, using materials commonly found in chools to establish safe and efficient habits in hop work. Drawing and design are introduced in he planning of projects. A background in ndustrial arts or technical subjects in secondary chool, or related courses from community olleges, or work experience is advisable.

Dramatic Arts Intermediate EDU1071 (Course Weight 0.5) (Not offered in 1999/2000)

Drama as a means of personal development and as a learning technique. The philosophy and practice of drama in education; the possibilities for conceptual development and expansion of the imagination through the art of drama; the exploration of sensory awareness, movement improvisation, speech, and oral interpretation.

Dramatic Arts Intermediate/Senior EDU1070 (Course Weight 1.0)

This course focuses on the philosophy and practice of drama in education with a particular focus on the cognitive, social, and artistic development of the older child and adolescent through both curricular and extracurricular programs. Teaching techniques introduce candidates to the use of movement and voice, as well as developing an awareness of and practice in drama as an art form. Activities are wide-ranging in their approaches to improvisation, textual analysis, interpretation, scripting. Candidates will plan individual lessons and units as well as consider the purpose and design of a variety of assessment methods.
Prerequisites: Two university courses (6 credits) in Drama, or approved field experience.

Economics Intermediate/Senior EDU1080 (Course Weight 1.0)

This course introduces candidates to the methodologies and issues relevant to teachers of economics in Ontario. Instructional strategies, assessment techniques and curriculum designs that respect the combined role of teachers and learners are examined. Special emphasis will be placed on the use of Information Technology and other media to link theory with practice and foster critical thinking. Course delivery methods include interactive sessions, mini-lectures, demonstrations, individual and team presentations, guest speakers and field studies. Practical assignments challenge candidates to apply educational pedagogy to classroom realities. Candidates are encouraged to develop a personal professional philosophy about teaching economics, based on critical and reflective practice.
Prerequisites: Two university courses (6 credits) in Economics.

English (First Language) Intermediate EDU1101 (Course Weight 0.5)
This course engages candidates in the practices, resources and theories of English/Language Arts to prepare them for teaching in the intermediate grades. Explorations of written, visual and virtual texts such as literature, media, and technology define the content. Since language is fundamental to thinking and learning, candidates engage in reading, writing, viewing, talking and representing strategies as the practical grounding for understanding and reflecting on English/Language Arts practices, and for creating sound language curricula. The content, methodologies, evaluation and skill requirements of the course will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Two university courses (6 credits) in English.

English (First Language) Intermediate/Senior EDU1100 (Course Weight 1.0)
This course engages candidates in the practices, resources and theories of English/Language Arts to prepare for English teaching at I/S levels. Written, visual and virtual texts such as literature, media and technology define the content. Topics include teaching textual forms, writing processes, classroom language and media/technology. Candidates will read, write, view, talk and represent their understanding of textuality to reflect on English/Language Arts practices and theories, as preparation for informed curriculum planning and implementation. The content, methodologies, evaluation and skill requirements in English/Language Arts will be linked to Ontario Ministry of Education and Training guidelines.
Prerequisites: Two university courses (6 credits) in English.

Environmental Science Intermediate/ Senior EDU1380 (Course Weight 1.0)
Consideration will be given to the aims and objectives of environmental education, curriculum design, unit and lesson planning, and methods of teaching. Areas of study include freshwater, soil, and terrestrial ecology, agriculture, forestry, environmental issues, environmental ethics, urban and rural planning, energy conservation, and population ecology. Field experience will be provided.
Prerequisites: Three university courses (9 credits) in Science, Geography or Environmental Science, or approved field experience.

Family Studies Intermediate EDU1161 (Course Weight 0.5)
(Not offered in 1999/2000)
An exploration of Family Studies concepts of significance to the young adolescent in the intermediate division. Emphasis will be on learning strategies and resource material for teaching family, food, clothing, parenting, housing and economics in the family. Lesson and unit planning, curriculum design and evaluation techniques will be stressed. The philosophical base and the role and scope of Family Studies education within the school curriculum will be examined.
Prerequisites: Three university courses (9 credits) in Family Studies.

Family Studies Intermediate/Senior EDU1160 (Course Weight 1.0)
This course explores principles and practices in Family Studies. As foundation for lesson and curriculum design, candidates will examine personal experience, professional practice, and current research, encompassing the evolving nature of the field, including integrated curriculum; alternative perspectives on teaching and learning; approaches to community-building, and inclusion of diverse learners; assessment and evaluation strategies; management and safety issues; utilization of technology; reciprocal school, community, and societal impact. Linking course experiences and field studies, candidates will critique theories from self, others and literature. Candidates will build professional portfolios, documenting their growth as teacher-learners.
Prerequisites: Three university courses (9 credits) in Family Studies.

French (Second Language) Intermediate EDU1111 (Course Weight 0.5)
This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning core French teachers at the intermediate level. The course will focus on 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes;

2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) methods and techniques for teaching in extended and immersion French programs. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

French (Second Language) Intermediate/Senior EDU1110 (Course Weight 1.0)

This course will help teacher candidates develop the skills, knowledge, and dispositions expected of beginning core French teachers at the intermediate and senior levels. We will focus on 1) methods and techniques to facilitate the teaching/learning of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) methods and techniques for teaching in extended and immersion French programs. Candidates will be involved in reflective and active learning. This course is offered in French.
Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in speaking and writing the language.

Geography Intermediate EDU1441 (Course Weight 0.5)

This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Particular emphasis will be given to the learning needs of young adolescents. Candidates design and develop lessons and curriculum materials that are appropriate for diverse learners, and for teaching different kinds of geographic social science content, both across the curriculum and as a separate subject.
Prerequisites: Two university courses (6 credits) in Geography.

Geography Intermediate/Senior EDU1440 (Course Weight 1.0)

This course facilitates the development of understandings and strategies for using the concepts and skills of geography to help students learn. Candidates develop lessons and curriculum materials that are appropriate for diverse learners and for teaching different kinds of geographic social science content, including international and cross-cultural material. Consideration is given to issues related to current curriculum reform. The course includes inquiry models, field study, the application of technology in learning, feedback-oriented assessment, and a variety of instructional techniques. Assignments involve practical applications and critical reflection.
Prerequisites: Two university courses (6 credits) in Geography.

Geology Intermediate/Senior EDU1130 (Course Weight 1.0)

(Not offered in 1999/2000)
The values, objectives, and organization of programs for earth science and geology. Instructional techniques and procedures for use in laboratories, classrooms, museum galleries, and the field will be examined. The achievement and measurement of educational goals for earth sciences will be investigated.
Prerequisites: Two university courses (6 credits) in Geology.

German - See International Languages

History Intermediate EDU1151 (Course Weight 0.5)

This course has a dual focus. First, it prepares candidates to deal with the value, issues, and challenges of teaching intermediate History. Second, it helps candidates develop a repertoire of diverse teaching and assessment methods appropriate for Intermediate candidates. Course activities focus on Canadian History (as prescribed by the provincial guidelines), but links will be made to other histories, and to other subjects. Course methods involve lectures, demonstrations, interactive sessions, small group activities, and field study. Assignments promote the connection of theory and practice through practical applications of the methods studied, and through reflections on practice.
Prerequisites: Two university courses (6 credits) in History.

History Intermediate/Senior EDU1150 (Course Weight 1.0)

This course will introduce candidates to the methodologies and issues relevant to teachers of History in Ontario in the intermediate and senior divisions. A variety of teaching/learning strategies, assessment techniques and approaches to curriculum design will be explored. Adapting the history program to meet the needs of a diverse student body will be highlighted. The course will also introduce candidates to new directions for reforming the History curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities and field studies. Assignments will require candidates to develop practical applications and to link theory and practice.
Prerequisites: Two university courses (6 credits) in History.

Individual and Society Intermediate/Senior EDU1270 (Course Weight 1.0)

This course introduces candidates to the issues around and methodologies for teaching Social Science/Contemporary Studies courses in Ontario. A range of teaching methodologies, assessment approaches, and curriculum designs will be examined and developed. This course will also focus on issues and questions related to current curriculum reform efforts. Course methods include lectures, demonstrations, interactive sessions, small group activities, and field studies. Assignments will require candidates to prepare practical applications and to link theory and practice. Special emphasis will be placed on the use of information technology and other media in the classroom in order to foster critical thinking.
Prerequisites: Two university courses (6 credits) in Psychology, Sociology or Anthropology.

Information Management - see Business Studies

INTERNATIONAL LANGUAGES
Intermediate/Senior
German EDU1140
Italian EDU1190
Spanish EDU1310
(Course Weight 1.0)

These courses will help teacher candidates develop the skills, knowledge and dispositions expected of beginning teachers of international languages. Although the emphasis will be on school programs at the intermediate and senior levels, the courses will also expose candidates to community-based programs for intermediate-level learners. Courses focus on: 1) methods and techniques to facilitate the teaching/learnin of listening, speaking, reading and writing as interrelated processes; 2) integrating grammar, vocabulary, pronunciation, culture, language awareness, learning strategies, media and technology, literature and a variety of assessment strategies into lesson plans and long-term teaching units which reflect current Ministry of Education and Training guidelines; 3) multi-level classes. Candidates will be involved in reflective and active learning.
Prerequisites: Five university courses (15 credits) in the target language and proficiency i speaking and writing the language.

Italian - See International Languages

Junior/Intermediate Education EDU1450 (Course Weight 1.5)

The Junior/Intermediate Curriculum and Instruction course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examin instructional approaches and perspectives appropriate for teaching students in the Junior/Intermediate grades (grades 4-10) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, field work, reflective practice, research, and group assignments. Classroom organization and management, assessment an evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout th year in order to facilitate the interrelationship of practice and theory.

Marketing and Merchandising - see Business Studies

Mathematics Intermediate EDU1221 (Course Weight 0.5)

This course is designed to prepare teacher candidates to teach students mathematics at the Grade 7-10 level in a thoughtful and

interactive way. Participants will explore a variety of teaching techniques which are useful in teaching and assessing today's students as they experience the current mathematics curriculum.
Prerequisites: Two university courses (6 credits) in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Mathematics Intermediate/Senior EDU1220 (Course Weight 1.0)

A consideration of mathematics education at the intermediate and senior levels, including discussion of objectives, teaching methods, instructional materials, testing and evaluation, and selected topics from the Ministry of Education and Training Guidelines.
Prerequisites: Two university courses (6 credits) in Mathematics. It is recommended that candidates have studied the following areas at the secondary or post-secondary level: analytic geometry, calculus, linear algebra, statistics, and problem solving.

Music Intermediate (Course Weight 0.5)

Candidates may select **only one** of the following:
- Instrumental Music EDU1231
- Vocal Music EDU1241

Instrumental Music EDU1231

Prerequisites: Two university courses (6 credits) in Instrumental Music or demonstrated proficiency in brass, winds and strings.
or

Vocal Music EDU1241

Prerequisites: Two university courses (6 credits) in Music, or appropriate background.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and incorporate personal experience with music and technology (MIDI) and media arts.

Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-10. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Music Intermediate/Senior (Course Weight 1.0)

Candidates may select **only one** of the following:
- Instrumental Music EDU1230
- Vocal Music EDU1240

Instrumental Music EDU1230

Prerequisites: Two university courses (6 credits) in Instrumental Music or demonstrated proficiency in brass, winds and strings.
or

Vocal Music EDU1240

Prerequisites: Two university courses (6 credits) in Music, or appropriate background.

These courses investigate approaches to music learning, teaching, and assessment through vocal and instrumental performance, conducting, listening, analysis and creative problem solving; and personal experience with music and technology (MIDI) and media arts. Candidates will develop a repertoire of diverse teaching and assessment strategies appropriate for Ontario students in grades 7-graduation. Current music education philosophies, Ministry of Education and Training policy and best practices from the field will be the basis for the designing of curriculum lessons and units. Assignments involve practical applications of methodology and frequent personal reflections on music teaching.

Physical and Health Education Intermediate EDU1251 (Course Weight 0.5)

This course of study prepares future teachers to design and deliver contemporary intermediate level (grades 7-10) physical and health education programs. It is consistent with the national and provincial trend towards de-emphasizing competitive team sports and focuses on wellness and the process of guiding youngsters to develop the knowledge, skills and attitudes that lead one to become physically active for a lifetime. Teacher candidates relate social, cultural, economic and political factors to teaching and student learning and their ability to work collaboratively within the school setting, systems and the community.

Physical and Health Education Intermediate/Senior EDU1250 (Course Weight 1.0)
This course of study prepares future teachers to design and deliver contemporary Intermediate/ Senior level (grades 7-OAC) physical and health education programs. Teacher candidates will experience effective methods to teach movement patterns, motor skills, and team concepts so that their students will enjoy success in physical activities throughout their lifetime. They will learn to deliver active living health concepts through various teaching methods so their future students will develop better decision-making abilities with regard to their own health. Participants will understand and employ various teaching approaches which acknowledge both the unique growth of individual students and also the sequential stages of learning. Participants will also explore, practice, and evaluate safe action while teaching, coaching, and supervising physical and health education activities.
Prerequisites: Two university courses (6 credits) in Physical and Health Education. Consideration will be given to equivalent field experience.

Politics Intermediate/Senior EDU1260 (Course Weight 1.0)
This course explores contrasting images of political education in democratic contexts with special attention to curriculum perspectives and instructional practices used in intermediate and senior Politics courses in secondary schools in Ontario. A variety of learning methodologies, assessment approaches and curriculum design practices will be examined and developed. Special attention will be given to issues and questions related to 'education for citizenship' as it is addressed in the intermediate Civics course, senior Politics courses, and across the curriculum. Course methods include lectures, demonstrations, interactive sessions, small group activities, independent and group investigations, and field studies. Assignments will require candidates to prepare practical applications for Politics courses and to think critically and reflectively about the links between theory and practice.
Prerequisites: Two university courses (6 credits) in Political Science.

Primary/Junior Education EDU1420 (Course Weight 2.0)
The Primary/Junior Curriculum and Instruction course will enable teacher candidates to understand and apply the knowledge, skills and attitudes necessary for designing and constructing effective programs that meet the diverse needs and interests of every student. Teacher candidates will examine instructional approaches and perspectives appropriate for teaching students in the Primary/Junior division (K-6) in Ontario schools, aligned with the Ontario Ministry of Education and Training curriculum guidelines. Emphasis will be placed on a high level of participation in course activities, including seminars, discussions, workshops, demonstrations, field work, reflective practice, research, and group assignments. Classroom organization and management, assessment and evaluation, and information technology will be integral components of curriculum studies. Teacher candidates will participate in field experiences with partner schools throughout the year in order to facilitate the interrelationship of practice and theory.

Religious Education Intermediate/Senior EDU1280 (Course Weight 1.0)
Primarily intended to prepare teachers of Religious Education in Roman Catholic secondary schools, the focus of the course is the discipline of Religious Education and not religious doctrine. This course examines contemporary theories and issues of pedagogy, analyzes present guidelines and support materials, and addresses teaching models and assessment practices relevant to the field of Religious Education.
Prerequisites: Five university courses (15 credits) in Theology or Religious Studies.

Science (General) Intermediate EDU1301 (Course Weight 0.5)
This course is designed to prepare teachers of science in the intermediate division (grades 7-10). It explores the teaching of selected units in all five strands from the Ontario Science and Technology Curriculum guideline. Attention is paid to the skills of lesson planning, laboratory techniques, teaching strategies, and assessment and resources, through workshops lectures and lab activities.
Prerequisites: Three university courses (9 credits) in Science.

Science (General) Intermediate/Senior EDU1300 (Course Weight 1.0)
Designed to prepare teachers of science in the intermediate and senior divisions (grades 7-12), this course deals with the aims and expectations of the Ontario science curriculum, with particular emphasis on the skills of lesson and unit planning, laboratory work and safety, classroom management in a lab setting, teaching strategies, and assessment. The second half of this course provides an introduction to the pedagogical concepts, skills and resources needed for successful and effective teaching of the grade 11 and 12 physics, biology and chemistry courses. The course also explores how science, technology, society and environment (STSE) perspectives can be integrated into the secondary curriculum.
Prerequisites: Five university courses (15 credits) in Science.

Spanish - See International Languages

Visual Arts Intermediate EDU1011 (Course Weight 0.5)
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the intermediate level (grades 7 to 10). Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; curriculum integration; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; and use of community resources.
Prerequisites: Two university courses (6 credits) in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Visual Arts Intermediate/Senior EDU1010 (Course Weight 1.0)
Lectures, seminars, studio workshops, action research, and guest speakers will enable candidates to expand their understanding and appreciation of visual arts experiences, and gain confidence in their ability to deliver appropriate and challenging studio, art history, critical thinking, and aesthetics activities at the secondary level. Topics include: art education philosophy; implementing Ontario Ministry of Education and Training curriculum policy and expectations; instructional methods and strategies; authentic assessment and practical evaluation strategies; artistic growth and adolescent development; design concepts; media arts and technology; lesson and unit planning; health and safety practices; managing art materials and the classroom environment; use of community resources; and the teacher's personal artistic development.
Prerequisites: Two university courses (6 credits) in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

B) TEACHER EDUCATION SEMINAR

Teacher Education Seminar EDU6000 (Course Weight 1.0)
This course focuses on the connections among the candidates' professional courses, the Practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

In the Primary/Junior and Junior/Intermediate programs, the Teacher Education Seminar will focus on individual and collaborative processes (e.g., portfolio assessment, action research, computer conferences) that promote an integrated and informed understanding of teaching and learning through a variety of lenses, such as equity and diversity. Directed field experiences with contributions from educators in the partnership districts will be emphasized.

In the Intermediate/Senior program, the Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the Practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

C) PSYCHOLOGICAL FOUNDATIONS OF LEARNING AND DEVELOPMENT

Psychological Foundations of Learning and Development EDU3506 (Course Weight 0.5)
This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce teacher candidates to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Teacher candidates will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

D) SCHOOL AND SOCIETY

School and Society EDU3508 (Course Weight 0.5)
This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

E) RELATED STUDIES

Adult Learning EDU5110 (Course Weight 0.5)
Through reading, interviews, and self-reflection, candidates in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?

This course is available to both Bachelor of Education and graduate students.

An Introduction to Second Language Acquisition Processes EDU5210 (Course Weight 0.25)
This course will allow teacher candidates at the primary, junior, intermediate and senior levels to understand second language acquisition processes. We will focus on 1) individual differences in second language learning; 2) theories of language learning; 3) learner language in second language acquisition; and 4) comprehension and interaction in second language teaching. Candidates will be involved in reflective and active learning. This course will respond to the needs of all teacher candidates, either because they are preparing to teach French or international languages OR because they will teach students from diverse cultural and linguistic backgrounds.

Anti-Racist Education Studies EDU5510 (Course Weight 0.5)
This course will focus on understanding what integrative anti-racism means for teacher education. It seeks to combine theory with educational and political practice. The intent is to develop and understand the philosophical basis for anti-racism practice by reviewing educational initiatives in this area. The course will provide candidates with an understanding of race and difference as providing the contexts for power and domination in society. Among issues covered are the place of race and identity in schooling and how teachers can deal with racism using the principles/ideas of anti-racism practice.

Authority and Freedom in School EDU5512 (Course Weight 0.5)
Is 'compulsory education' a contradiction? Can an ideal of individual freedom be supported? Can authority be justified? Does the ideal of individual freedom preclude the exercise of authority? Should the school enforce a prevailing moral code? Can a school be amoral? This course will attempt to get at the roots of ethical valuing and thereby confront one with the moral dimension of the school.

Community, Family and School Relations EDU5514
(Course Weight 0.5)
This course investigates changing relations between and within schools and communities. We will begin with an historical approach to the development of school-home community relations, in a cross-cultural and international

perspective. The course will then focus on current developments in Canadian and international educational policy and practice which seek to increase family and community involvement in schooling, and discuss partnerships between schools and corporations. The purpose of the course is to deepen and focus candidate knowledge of school, family and community relations; to develop critical conceptual tools that will enable teacher education candidates to place contemporary changes in this area of education policy and practice in an historical, cross-cultural and comparative perspective. Furthermore, the course seeks to enable candidates to become responsible, reflective agents of leadership and change in their future school communities. The course will be designed to meet expectations of the Ontario College of Teachers' Standards of Practice in the area of Leadership and Community.

Contemporary Issues in Educational Psychology EDU5558 (Course Weight 0.5)

(Not offered in 1999/2000)
This course is designed for candidates with a background in psychology. A wide range of recent trends in educational psychology will be examined critically. Exact topics to be considered will be determined in part by candidate interests and in part by instructor interest and expertise. Some possible topics are: intelligence, compensatory education, improving instruction, teaching thinking, direct instruction, mastery learning, learning styles, competency testing, criterion-referenced measurement, teacher expectancies, motivation, discipline. This is a seminar course aimed at the intensive examination of current educational issues from a scholarly psychological perspective.

Countering Myths About Aboriginal Peoples Through Multiple Media EDU5516 (Course Weight 0.5)

Myths about Aboriginal peoples are produced in cultural and educational forms and practices. Cultural productions which replicate and reproduce these mythic images include media, film, photography, newspapers and other written texts. This course will endeavour to dispel these myths through careful, critical, and multiple readings of 1) papers and books which produce these myths or provide alternatives to these myths, 2) the Royal Commission on Aboriginal Peoples Report (with particular reference to the education chapters), 3) selected films which provide access to these myths and counter them through integration of story, sound, and image, and 4) selected locations on the Internet where myths are produced and countered. This course will draw upon literature in Aboriginal education, feminist studies, postcolonial and cultural studies, and anti-racist studies.

Creating a Learning Organization EDU5112 (Course Weight 0.5)

This course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Candidates will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.

This course is available to both Bachelor of Education and graduate students.

Cross-Cultural Counselling Skills for Beginning Teachers EDU5518 (Course Weight 0.5)

Ontario schools, faced with changes in the composition of student population and more demands for greater accountability, continue to strive to implement programs to address the needs of all students. Teachers are expected to perform more than their traditional roles and serve as coaches, counsellors and guides for students. This course is intended to provide techniques or skills that a beginning teacher may employ when confronted with complex situations involving students for which personal guidance and counselling interventions are an appropriate course of action. The course will also assist teacher candidates in developing resource materials for dealing with multiethnic and multicultural student populations.

Curriculum Development for Distance Learning EDU5212 (Course Weight 0.25)

This course will provide an overview to various methods of distance learning, and the ways in which teachers who instruct via distance develop lessons and deliver courses for activity-based learning. Candidates will apply the principles of interactive distance learning by designing lessons and course materials in their own subject areas.

Democracy and Education EDU5114 (Course Weight 0.5)

Nowhere in the world have the links between democracy and education been made as explicit as in North America. In this course, the concept of democracy will be discussed and put in relation to the realities of democracy in North America. This topic is of importance in subject areas touching upon questions of citizenship and citizenship-education, in modern history, and in various areas in social studies and the study of politics. The meaning of education will be linked with the institution of schooling and questions about the perspectives on society compatible with the contemporary situation of Canadian society, as seen in the wider international context. Final questions address the normative or values-dimension of the relation between the development of democracy in North-America and the values-orientations teachers might adopt under contemporary conditions and in response to the changed everyday realities of schools as well as to larger global and regional pressures.

This course is available to both Bachelor of Education and graduate students.

Developing a Personal Philosophy of Education EDU5520 (Course Weight 0.5)

A variety of modern views on aims and methodology in education will be studied with special attention paid to the underlying philosophies. Conflicting viewpoints will be weighed, and candidates encouraged to develop their own positions.

Diversity and Social Justice Issues in Physical Education, Recreation and Sport EDU5116 (Course Weight 0.5)

Feminist and antiracist analyses will be central to the course. With a specific focus on pedagogical implications, readings and discussion will focus on the experiences of disadvantaged social groups including girls and women, ethnic minorities, people living in poverty, lesbians and gay men, people with disabilities, and various sociocultural contexts for physical education, recreation and sport, including schools, universities and communities

This course is available to both Bachelor of Education and graduate students.

Education and the Cultural Community EDU5522 (Course Weight 0.5)

This course will explore parallel education programs in cultural institutions such as museums, galleries, libraries, and heritage organizations. Aspects of museum education, audience development, experiential learning, and teaching in alternative educational settings will be considered in relation to schools, childhood and adolescent learning theory, curriculum, and broader issues within cultural studies. The course will capitalize on the candidates' various discipline backgrounds and their subsequent practicum experiences in schools.

Education and Work EDU5118 (Course Weight 0.5)

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.

This course is available to both Bachelor of Education and graduate students.

Environmental Field Studies – Primary/Junior EDU5214 (Course Weight 0.25)

This course deals with the development, implementation and evaluation of field studies fc integration into primary and junior programs. Topics include: nature study, the planning and administration of field trips in and around the community, schoolyard ecology, habitat restoration, the investigation of freshwater and terrestrial ecosystems, the planning and administration of extended field trips, and resource management simulations (e.g. Project Wild, Focus on Forests). Environmental ethics and the infusion model for environmental education will also be examined.

ESL Across the Curriculum EDU5524 (Course Weight 0.5)

This course will help teacher candidates at the primary, junior, intermediate and senior levels develop the skills, knowledge and dispositions to meet the needs of English second language learners in mainstream classes. We will focus on 1) methods and techniques for adapting content-based teaching for ESL students; 2) integrating the formal aspects of English (grammar, vocabulary, pronunciation) into content-based teaching; 3) integrating strategy training and language awareness into mainstream programs; and 4) developing sensitivity to cultural and linguistic diversity. Candidates will be involved in reflective and active learning.

NOTE: This course does not lead to teaching certification for ESL.

Explorations in Creative Learning and Teaching EDU5526 (Course Weight 0.5)

This course examines the nature and nurture of creativity. It will look at the four Ps of creativity: process, person, product and press (environment). Focus is placed on the study of inhibitors and facilitators of creativity with particular emphasis on various instructional programs, techniques, strategies and resources designed to foster creativity and problem-solving abilities in the classroom across the curriculum.

Exploring Physical Science In the Intermediate Division EDU5216 (Course Weight 0.25)

This course deals with selected physical science topics in the Intermediate Division, grades 7 to 10. The topics are selected from the Ontario Ministry of Education and Training guidelines and are different from the ones addressed in the Science Curriculum and Instruction courses. Candidates enrolled in subject areas other than science, but with some background in science, will benefit from this elective course. Attention is paid to Ministry expectations, teaching resources, lesson planning, laboratory and demonstration techniques, teaching strategies, inquiry and problem solving strategies, candidate alternative conceptions and assessment strategies.

Foundations in Aboriginal Education EDU5528 (Course Weight 0.5)

Candidates will become familiar with the importance of teachers (both Aboriginal and non-Aboriginal) to acquire a sound knowledge base of current issues, trends, perspectives, and models of Aboriginal education. Historical, social, and political issues, and cultural, spiritual, and philosophical themes will be explored. Understanding how to draw on these perspectives in various educational settings will be explored.

Foundations of Current Educational Thought EDU5530 (Course Weight 0.5)

A study of current issues related to schools and schooling. Topics may include sociocultural influences on educational performance, racial tensions in schools, classroom discipline, the functions of the school in a democracy, rights and responsibilities of teachers and students, and other significant school issues that may arise during the year. The forces in Canadian society that underlie these issues will be examined, and possible solutions to problems will be sought.

Gender Equity in Schools and Classrooms EDU5532 (Course Weight 0.5)

This course encourages prospective teachers to think about aspects of their work that have implications for gender equity. Examples of topics include: gender and our own school memories; access, participation and achievement; how schools are organized around gender; classroom treatment of girls and boys; coeducation vs. single-sex education; notions of masculinity and femininity; sexual harassment in schools; teachers' career paths; women's studies and feminist pedagogy. Issues are placed within a framework that considers gender roles and social change, feminist theories and questions about "equality" and "difference", and how gender operates together with other social divisions and designations such as race, class and sexual orientation.

History of Education in Canada (on-line) EDU5120 (Course Weight 0.5)

This course provides both initial teacher education and graduate students with an overview of persistent and recurring themes in the history of Canadian Education. It presents candidates with an opportunity to delve into the interdependent relationship of the history of education to the larger field of the history of Canada, linking these historical relationships with current policies and practices. Among the themes to be explored are the interplay of gender, race, class, ethnicity and religion.

These themes are explored within a regional historical perspective, examining how they play out in the Atlantic , Quebec, Ontario, and the West. Integrated within the course are the historiography of Canadian education and an historical analysis of the ongoing criticism of Canadian education. The course is delivered over the Internet, using the computer conferencing capacities of Web KF as a platform.

This course is available to both Bachelor of Education and graduate students.

History of Women and Education in Canada EDU5122 (Course Weight 0.5)
This course examines a variety of places in which women's educational experiences have taken place in nineteenth-and twentieth-century Canada. We will discuss the gendered nature of formal educational settings, such as schools, vocational institutes, colleges, and universities, looking at girls' and young women's experiences within these settings. We also will examine the many informal sites in which girls and women have been 'educated' in the meanings of femininity: the family and household, the workplace, religious and other voluntary organizations, and the various levels of the Canadian state. This course will explore women's experiences in these multiple settings. the moral and social regulation of women's lives, and the ways in which gendered identities have been shaped in the past. In discussing these areas, we will pay particular attention to the links between gender relations and those of class, race, ethnicity, religion, and, where possible (given the current state of the Canadian historiography), sexual orientation. We will also explore the variety of ways in which women have cooperated or negotiated with, or at times resisted, the institutions, individuals, groups, and processes that have attempted to define dominant meanings of 'womanhood.'

This course is available to both Bachelor of Education and graduate students.

Introductory Conflict Resolution for a Democratic Classroom EDU5218 (Course Weight 0.25)
This short course introduces concepts and strategies for involving diverse students in practising skills for participation in pluralist democracy, in particular the management of conflict. Participants will describe, try out, and discuss a range of approaches to helping students to improve their capacities for communication, conflict resolution, problem solving, equitable participation in decision-making, and autonomous self-discipline. Equally important, readings and analytical discussions will help each participant to locate those strategies in relationship to their own long-range goals, values, and skills as developing teachers. Activities will be built around two central ideas: conflict (its value for learning and its management or resolution at the classroom level) and democracy (facilitating the development of diverse 'students' into effective 'citizens'). The course uses a workshop format, and is open to candidates who will teach at the primary, junior, intermediate, and senior levels.

Issues and Curriculum Development in Aboriginal Education EDU5534 (Course Weight 0.5)
Culturally appropriate education and innovative Aboriginal programming are the keys to the success of Aboriginal Peoples' aspirations to develop, sustain, and reclaim their perspectives and rights in areas such as self-government and cultural and spiritual philosophies and practices. This course will assist beginning teachers to develop strategies for integrating Aboriginal education perspectives into curriculum design specific to subject areas.

Issues in International and Global Education EDU5536 (Course Weight 0.5)
This course investigates contrasting perspectives of international and global education and their representation in elementary and secondary school curriculum in Canada and other parts of the world. Inquiries into and critical analyses of various teaching and learning strategies, curriculum resources, and school-based initiatives used to nurture global and international understanding will be addressed. Participants will have opportunities to integrate global and international themes such as human rights, social justice, cultural diversity, citizenship, economic globalization, technology, and environmental sustainability into their curriculum design work and teaching practice.

Language in Aboriginal Education in Canada EDU5124 (Course Weight 0.5)
The purpose of this course is to introduce candidates to information about Aboriginal languages in Canada and structures of formal education for Aboriginal students. This basis will permit an exploration of the ways in which

English, French, and the Aboriginal languages have been used in formal education for Aboriginal students and factors related to this use. Intentions of specific language policies will be considered along with implementation in terms of curriculum, teaching approaches, syllabus design, teacher hiring and preparation, and so on. Trends in Aboriginal and official language use will be compared with expectations based on school language policies. Implications of various social and political factors in Aboriginal communities and their environment will be discussed for each topic. The concept of education will be construed broadly.

This course is available to both Bachelor of Education and graduate students.

Managing Conflict in Classrooms and the School Workplace EDU5538 (Course Weight 0.5)

This course is an in-depth examination of concepts and strategies for facilitating the constructive management of conflict in classrooms and schools. First, participants will learn and develop a range of approaches to helping students improve their capacities for communication, conflict resolution, problem solving, equitable participation in decision-making, and autonomous self-discipline. Second, participants will strengthen their capacities for understanding and handling conflict with other adults in the school workplace, such as diverse colleagues and parents. Activities and discussions will be built around two central ideas: conflict (its value for learning and its management or resolution at the classroom, school, and board levels) and democracy (facilitating the development of diverse 'students' and effective 'citizens'). The course uses a workshop/seminar format. Each participant will build their capacity to evaluate their own skills and to plan educational and communicative strategies in relationship to their own long-range goals, values, and skills as developing teachers. Attention will be given to diverse school contexts at the primary, junior, intermediate, and senior levels.

Minority Groups and Equity in Education EDU5540 (Course Weight 0.5)

This course provides an overall framework for understanding equity practices in education. We begin by reviewing definitions and terms, and developing an overview of the larger context of social, political and economic changes in which attempts at equity are situated. We then examine power issues that permeate all educational settings. We look at selected writings on efforts to transform existing classroom practices and educational research. Rather than treating them as perfect models, we treat them as exemplars from which we may borrow in working toward new formulations of educational and societal equity. Candidates will utilize their practice teaching experiences to analyse the dilemmas and challenges in classrooms that attempt to implement equity principles.

Models of Teaching EDU5542 (Course Weight 0.5)

There are many powerful instructional strategies used by teachers that invite particular kinds of learning and assist students in becoming more effective learners. This course is designed to enhance one's understanding of how teaching repertoires are constructed and used in classrooms through an investigation and analysis of various teaching strategies, including concept attainment, direct instruction, cooperative learning and independent/group inquiry. Connections will be made between these theoretical orientations and their practical application in secondary school curriculum disciplines. This course will complement basic teaching strategies introduced in curriculum and instruction courses

Music Enrichment for the Elementary Classroom Teacher EDU5220 (Course Weight 0.25)

This course explores topics that promote a deeper personal understanding of musical skills and knowledge than can be covered in the regular music component. Topics include: reading music, key signatures, time signatures, developing the singing voice, conducting the primary and junior choir, selecting repertoire and making connections in music to the rest of the curriculum. Participants will receive a package of resource material that is keyed directly to the Ontario Curriculum, Arts (Music).

NOTE: This course is not open to Music Education specialists or candidates enrolled in Music-Intermediate or Music Intermediate/Senior, Instrumental or Vocal.

Outline of Adult Education EDU5126 (Course Weight 0.5)
Designed to assist candidates to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education.

This course is available to both Bachelor of Education and graduate students.

Perspectives on Adult Education EDU5222 (Course Weight 0.25)
A study of adult education programs offered by public, private and volunteer agencies. Emphasis will be on the role of the teacher in planning, implementation, and evaluation. Characteristics of adult learners, adult relationships and leadership, and training as a component in organizational development will be discussed.

Prior Learning Assessment and Recognition (PLAR) EDU5224 (Course Weight 0.25)
This course examines the principles of PLAR and how learning that occurs outside of school is translated into school achievement. Candidates will explore the utilization of PLAR by means of applying these principles to their own learning.

Professional Ethics in Teaching EDU5544 (Course Weight 0.5)
This course integrates the following three purposes through a combination of seminar-style discussions, lectures, small group exercises and presentations:

1) to acquaint candidates with past and current theoretical/philosophical knowledge in the field of applied educational ethics; the moral/ethical dimensions of teaching will be thoroughly explored,
2) to build on the Practicum component of the program; since ethical complexities underlie the daily realities of teaching, ethical issues, conflicts and moral dilemmas will be considered through the use of case studies describing practical situations. Cases may deal with ethical situations arising in such areas as professional relations with colleagues; implementation of administrative policies, curricular choice; student evaluation; discipline and the enforcement of school rules/norms; dealing with parents and the community,
3) to address the influence of the Ontario College of Teachers with specific emphasis on (a) the Standards of Practice, a values-based document; (b) the mandated but not yet developed Code of Ethics; (c) the Regulation on Professional Misconduct.

Progressive Education: Theory and Practice EDU5546 (Course Weight 0.5)
The impact of the Progressive Education school of thought in North America has had a profound effect upon educational theory and educational practices. Candidates will have the opportunity to explore precursors of modern progressive education, how progressive education theory and practice evolved, John Dewey as a leading exponent and thinker, the child study movement, psychology as the science of education, child centred education, and free schooling. Candidates will examine the impact of progressive thought on public education and educators and the schools of Ontario – on organization, methodology, curricula, and student participation.

Science and Technology in the Elementary Curriculum EDU5226 (Course Weight 0.25)
This course will explore the teaching of selected units from the Ontario Science and Technology Grades 1-8 Curriculum guideline through workshops, lectures, field trips and laboratory activities. Consideration will also be given to the infusion model for science education across the curriculum, aims and objectives, maintenance and use of science equipment, safety, and the planning and administration of field trips. This course is intended to supplement and complement the Science and Technology presently taught in the elementary program.

NOTE: This course is not open to candidates registered in the Intermediate Science course of the Junior/Intermediate program.

Teachers' and Students' Health: Promoting Health Through Schools EDU5228 (Course Weight 0.25)
This course addresses illness, health and health promotion through schools and considers health-related issues that teachers confront. Topics include: teachers and medical emergencies; teacher and student health, and the quality of teaching and learning; health awareness and illness prevention through education;

experiences of health and illness in an educational context; cross-disciplinary approaches to health promotion in formal school programs and through co-curricular activities (assemblies, clubs, sports); and teachers as role models for healthy living. Illness and health are not just medical "facts" they are socially defined experiences. In this course, teacher candidates will reflect on personal experiences, consider situations from various perspectives and develop a deeper understanding of potential consequences of teachers' decisions and teachers' actions for themselves and others. They will review research, analyze personal experiences, consider case studies and participate in role plays to explore how schools can better promote health and well-being for those who learn and work in schools.

Teachers' Stories, Teachers' Lives: The Place of Narrative in Personal-Professional Development EDU5548 (Course Weight 0.5)

The focus of this course is on teachers' stories and on the reading, the writing and the telling of those stories. Stories of teaching and of teachers will be used to explore the interrelationship between the personal and the professional in teachers' lives and to understand the multi-faceted, richly textured nature of life as it is lived in classrooms and in schools. Narrative is understood as both a vehicle for professional development and a structure for understanding teachers' and students' lives, classroom situations, schools and systems.

Teaching - An Interpersonal Process EDU5550 (Course Weight 0.5)

(Not offered in 1999/2000)

The teacher's role as partner in an interpersonal learning process will be studied with a view to achieving insight into forces operating in groups and the effect of one's own behaviour on group productivity. The course will examine psychological considerations in teaching and learning processes and the application of theory to the development of innovative classroom methods.

Teaching in French Immersion EDU5552 (Course Weight 0.5)

This course will help teacher candidates develop the skills, knowledge and dispositions expected of beginning French immersion teachers at the primary, junior, intermediate and senior levels. We will focus on:

1) methods and techniques for content-based teaching in immersion;
2) integrating the formal aspects of French language teaching (grammar, vocabulary, pronunciation) into content-based, immersion teaching; and
3) integrating culture, strategy training, language awareness into immersion curricula. Candidates will be involved in reflective and active learning. This course is offered in French.

Prerequisites: Five university courses (15 credits) in French and demonstrated proficiency in all aspects of communicative competence in French. An extended stay in a francophone milieu is highly recommended for non-native speakers of French.

NOTE: This course does not lead to teaching certification for FSL.

Teaching the Political World EDU5230 (Course Weight 0.25)

This short course explores concepts and strategies for facilitating students' development of critical thinking capacities and cross-cultural understanding, through infusion of local and international problem-solving and constructive treatment of controversial issues, across a variety of subject areas. Participants will study, develop, evaluate, and defend curriculum material that reflects diverse efforts for justice and democracy. A key assumption of the course is that conflicting viewpoints can be introduced constructively as learning opportunities, to engage diverse students in the excitement of learning. Curriculum models and discussions will emphasize social sciences, geography, history, first or second language and literature, health, sciences, and to some degree the arts and other subject areas. Activities and materials will be applicable to junior, intermediate, and/or senior levels in a variety of school contexts. The course operates as a seminar, including reading, and analytical work, and reflection as well as directly-practical activities.

Prerequisites: Introductory Conflict Resolution for a Democratic Classroom EDU5218.

The School and Community EDU5128 (Course Weight 0.5) (Not offered in 1999/2000)
This course investigates changing relations within and between schools and communities. We will review sociological and historical studies of community and discuss the ways in which different notions of 'community' and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content and outcomes of schooling. Candidates are encouraged to draw on their own experiences as parents, teachers, students, trustees and/or community activists.

This course is available to both Bachelor of Education and graduate students.

The School as a Professional Workplace EDU5554 (Course Weight 0.5)
When people think of a "teacher" they tend to think of a person in a classroom with a group of students. This course takes a perspective that reaches beyond the classroom, looking at teachers as individuals using skills and creating identities; as actors and negotiators in classrooms; as colleagues in a workplace; and as members in an occupation. Candidates will develop more explicit understandings of their goals as teachers and learn how schools and other aspects of the educational system shape the quality of teachers' relationships with colleagues and students, participation in school life beyond their own classrooms, and opportunities for growth and career development. Throughout, the emphasis will be on encouraging new teachers to reflect upon their own developing practice and the contexts in which it occurs, and to help become proactive in developing teaching and learning opportunities for themselves, students, and colleagues.

The Spectrum of Problem Solving – K to O.A.C. EDU5232 (Course Weight 0.25)
The development of problem solving skills is a common goal in many curriculum documents but actually exists in several quite different forms. This course will provide the candidate with an introduction to the range of problem solving processes for practical use in the classroom. There will be a particular emphasis on open-ended methodologies that can be applied to both solve problems and develop opportunities, i.e. design processes. Using a variety of contexts as starting points, candidates will apply concepts and principles in the development of activities and materials appropriate to any desirable learning expectations.

Youth Popular Culture and Schooling EDU5556 (Course Weight 0.5)
This course attempts to characterize the complex world of social problems in which teachers and students learn. We will explore the experiences of youth sub-cultures drawing from raves, house, and heavy metal parties; the use of techno, rap, hip-hop and reggae music sub-cultures; drugs, fashion and its relationship to anorexia; and the relationship between youth in shopping malls and school hallways. Also to be explored is the role of the media; how it has imagined or constructed youth as a particular community with shared interests, and how young people resist these stereotypes in school, families, and communities creating independent representations of their own lives.

F) PRACTICUM

Practicum EDU4010 (Course Weight 0.5)
The Practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter Practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of fifty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year. (See also page 25.)

G) INTERNSHIP

Internship
The Internship consists of a six-week field-based experience occurring from late April to early June. This session will allow candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the College of Teachers.

Bachelor of Education and Diploma in Technical Education/ Ontario Teachers' Certificate of Qualification Program

- Technological Studies

Ontario Teachers' Certificate of Qualification (O.T.C. of Q.)
Candidates who are Canadian citizens, or permanent residents of Canada or who are entitled to obtain employment in Canada as teachers and who meet all requirements of the program, may be recommended to the Ontario College of Teachers for a Certificate of Qualification (O.T.C. of Q.). This qualifies the holder to teach technological subjects in the Intermediate and Senior divisions of Ontario schools.

Bachelor of Education Degree and Diploma in Technical Education
The degree of Bachelor of Education will be awarded to candidates who hold an approved degree from a university whose accreditation is acceptable to the University of Toronto, and who successfully complete a program leading to an Ontario Teachers' Certificate of Qualification, (with qualifications in Technological Studies). An approved degree program must include at least 45 credits, a credit being defined as one-fifteenth of a school year.

The Diploma in Technical Education will be awarded to candidates who successfully complete a program leading to the above certificate and qualifications, but who are ineligible for the Bachelor of Education degree.

The degree of Bachelor of Education will be awarded to holders of the Diploma in Technical Education who, subsequent to receiving this Diploma, submit to the Registrar of OISE/UT proof of having been granted an approved degree from a university whose accreditation is acceptable to the University of Toronto. Only those who received the Diploma in Technical Education after 1975 are eligible for the Bachelor of Education degree.

Admission Requirements
Applicants must meet all four of the following admission requirements:

1. Secondary school graduation, or its equivalent as determined by the Ontario College of Teachers.

2. An acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 64 - 65).

3. One of:
   - Five years of skilled wage-earning business or industrial experience in the area of Technological Studies for which you are applying (see page 46),

OR

   - a combination of post-grade 12 education related to the area of Technological Studies for which you are applying, and business or industrial experience for a total of at least five years. The latter must include at least two years of skilled wage-earning experience in the selected area of Technological Studies, of which no fewer than sixteen months must have been spent in continuous employment,

OR

   - at least 3700 hours of skilled wage-earning experience and successful completion of a post-secondary education program, acceptable to the Ontario College of Teachers and which includes at least 24 months of academic studies related to the area of Technological Studies for which you are applying. This wage-earning experience need not be continuous employment.
4. Competence in one area of Technological Studies at both the basic and related advanced level. Please refer to the list of areas on page 46. See also the section on this page concerning the Technical Proficiency Examination.

Acceptable Work Experience

- Work experience must be skilled, in a formalized employment situation and in the area of Technological Studies for which you are applying.
- Work experience must be at the journeyman level as it relates to a trade license or a Certificate of Qualification.
- If a diploma or degree has been submitted to fulfil a combination work experience and academic requirement (see following section), the work experience must be skilled and completed after the academic program has been completed.
- Teaching experience is not considered "work experience" as intended here.
- Applicants from outside Canada should have some Canadian work experience.

NOTE: Applicants should be aware that assessment of work experience by OISE/UT is for admissions purposes only. The Ontario College of Teachers is not obligated to accept our assessment of your work experience and will make its own evaluation for certification purposes.

Notes on Work Experience & Academic Criteria

- 5 years work experience is required if you have an Ontario Secondary School Diploma, or the Honour Graduation Diploma (or equivalent standing as determined by the Ontario College of Teachers), or an academic university degree outside the area of qualification.
- 4 years work experience is required if you have a Polytechnical Institute, or College of Applied Arts and Technology one-year program, successfully completed, in the area of qualification.
- 3 years work experience is required if you have a two-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology in the area of qualification.
- 2 years work experience is required if you have a three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology in the area of qualification.
- 2 years work experience is required if you have an acceptable degree in the area of qualification.

Technical Proficiency Examination (TPE)

Proof of competence in your chosen area of Technological Studies will be determined by a Technical Proficiency Examination (TPE). Candidates will be tested on the fundamental principles, operations, processes and skills of the area of Technological Studies in which certification is sought.

However, candidates who hold one of the qualifications listed below may request that the TPE requirement be waived. The TPE Coordinator will provide further information during the first month of the program.

- a Ministry of Education and Training (formerly Skills and Development) Certificate of Qualification (C of Q) accompanied by the details of the examination showing at least 70% (B) standing in the area of Technological Studies for which teaching certification is sought.

- a degree or a three-year diploma, supported by an official transcript, from a university, Polytechnical Institute or College of Applied Arts and Technology showing proof of concentrated study (a minimum of 5 full courses) in the area of Technological Studies for which teaching certification is sought.

Documentation

Each applicant must submit the following:

1. A completed Ontario Universities' Application Centre (OUAC) application form with the required application and service fees attached (submitted to the Application Centre in Guelph, Ontario).

2. Official transcripts from secondary school, a College of Applied Arts and Technology, a Polytechnic and/or University where applicable. If a transcript does not clearly indicate the type of diploma/degree received and the date received, a photocopy of the actual diploma must be submitted.

   NOTE: Even if you have a university degree or college diploma, you are required to submit a transcript showing your high school courses and proof of high school graduation. If you have completed courses or certificates relevant to the area of Technological Studies for which you are applying, you may submit documentation of these qualifications for consideration.

3. A completed Technological Studies Information Folder.

4 Documented proof of skilled wage-earning business or industrial experience.
   - Work experience must be supported by original letters or official documents from personnel managers, and/or other persons, on company letterhead (which shows the company address), and must be specific as to the nature of work and experience, as well as years and months of duration.
   - In the event that a company is no longer in business and the forgoing is not available, you must provide an original sworn statement, witnessed by a commissioner of oaths, attesting to the specific nature and duration of your work experience. This must be accompanied by at least two supporting documents which provide evidence of your association with the employer (such as a letter of reference, a formal job description or tax records).
   - Self-employed applicants must provide an original sworn statement, witnessed by a commissioner of oaths, attesting to the specific nature and duration of your work experience, a letter from your accountant, a letter from at least one major supplier of materials, at least one letter from a major client, and a copy of your business license.
   - Work experience which cannot be documented in an acceptable manner cannot be considered.
   - Applicants from outside Canada should have some Canadian work experience.

5. A Ministry of Education and Training Trade Certificate of Qualification where applicable, if you wish to have this considered. This must be accompanied by details of the examination showing final mark. If your work experience is in a trade which requires a C of Q, then you must submit both the C of Q and details of your examinations. Photocopies are acceptable.

6. Evidence of an acceptable level of proficiency in oral and written English as described in the English Language Proficiency Policy (detailed on pages 64 - 65).

7. A completed OISE/UT initial teacher education Applicant Profile.

8. A photocopy of a certificate of change of name, where applicable.

9. A photocopy of a Canadian birth certificate or , in the case of a person not born in Canada, documents showing the basis upon which the candidate is present in Canada including date and place of birth.

NOTE:

- Documentation in a language other than English or French must be accompanied by an official translation. Educational documents from other provinces or countries must be translated to Ontario equivalents by the Ontario College of Teachers.

NOTE:

- Applicants who receive an offer of admission to the OISE/UT initial teacher education program will be required to submit satisfactory evidence of freedom from tuberculosis before registration (required by the Ontario College of Teachers). See page 4 for further details.
- Criminal record screening is required for certification by the Ontario College of Teachers. See page 4 for further details.

Selection Criteria

All applicants who satisfy the admission requirements outlined in the previous section will be considered for admission. Selection will be influenced by the number of applicants and the level of qualifications which they present for consideration.

Preference is given to those applicants who have a relevant three-year diploma or equivalent from a Polytechnical Institute or College of Applied Arts and Technology or a relevant current Ministry of Education and Training Trade Certificate of Qualification (C of Q). Candidates who are submitting a Ministry of Education and Training Certificate of Qualification for consideration must also submit details of the examination showing final mark.

Applications and Further Information

Application forms and full instructions for applying may be obtained from the address below. Forms are also available on request from most Ontario university placement offices, normally beginning in September of the year prior to registration.

OISE/UT Registrar's Office
Initial Teacher Education Programs
Admissions Unit, Room 4-455
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: (416) 926-4701
FAX: (416) 923-7834
E-mail: admissions@oise.utoronto.ca

Summer Program (Not offered in 1999/2000)
This program, when offered, may be taken in two Summer sessions running from the beginning of May to mid-August in successive years.

To be admitted to the final session, a candidate must teach successfully for one year following the first Summer session, under the supervision of OISE/UT. On successful completion of the second Summer session, the candidate may be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Successful candidates will also be awarded either the Bachelor of Education Degree or the Diploma in Technical Education.

About Broad-based Technologies

"Technological education has moved away from a trade-specific focus to one of integration and the development of transferable skills." This is reflected in the consolidation of areas within technological studies into seven "broad-based technology" areas. The descriptions are derived from the "Curriculum Guideline: Broad-based Technological Education" prepared by the Ministry of Education and Training in 1995.

The seven areas are:

Communications Technology

Communications technology includes the study of electronic, live and graphic communications.

Construction Technology

Construction technology includes the study of residential, commercial, industrial, recreational and other built environments, including the systems required to maintain and service them.

Hospitality Services

Hospitality services includes the study of tourism and guiding, travel and accommodation, food preparation and serving, and other hospitality issues.

Manufacturing Technology

Manufacturing technology includes the study of product design, process and production planning, manufacturing processes, and quality control.

Personal Services

Personal services includes the study of health care, personal grooming, child care, and geriatric care.

Technological Design

Technological design includes the in-depth study of a variety of design processes that may be used in solving any technological challenge or problem and must focus on two or more of the other six areas of technological education.

Transportation Technology

Transportation technology includes the study of transportation by land, water, air and space, from the point of view of personal transportation, mass transit systems, and the transportation of freight and other objects.

PROGRAM OF STUDY

The Technological Studies program consists of 7 components (A-G below), for a total of 5.0 course weights. Candidates are required to register for the Internship and for the appropriate course(s) in each of the other 6 components. Candidates must successfully complete all 7 components of the program in order to be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Ontario Teachers' Certificate of Qualification.

A Curriculum and Instruction (2.0 course weights)
B Teacher Education Seminar (1.0 course weight)
C Psychological Foundations of Learning and Development (0.5 course weight)
D School and Society (0.5 course weight)
E Related Studies (0.5 course weight)
F Practicum (0.5 course weight)
G Internship (0.0 course weight)

NOTE: Course Weights/Hours

- one full course (1.0) = a minimum of 72 contact hours
- one half course (0.5) = a minimum of 36 contact hours
- one quarter course (0.25) = a minimum of 18 contact hours

A) Curriculum and Instruction

Two Technological Studies Curriculum and Instruction courses are required of all candidates:

ETS1010 Principles and Methods of Teaching Technological Studies (1.0)
ETS1040 Curriculum Development for Technological Studies (1.0)

B) Teacher Education Seminar

The Teacher Education Seminar (ETS6000) is required of all candidates.

C) Psychological Foundations of Learning and Development

The Psychological Foundations of Learning and Development course (ETS3506) is required of all candidates.

D) School and Society

The School and Society course (ETS3508) is required of all candidates.

E) Related Studies

The elective Related Studies courses allow candidates to pursue individual interests and deepen or broaden their knowledge and skills.

NOTE: The Related Studies course, Design and Problem-Solving Processes for Broad-Based Technology (ETS5260) is required of all Technological Studies candidates.

One additional course from the following list is required.

An Introduction to Second Language Acquisition Processes EDU5210 (0.25)
Curriculum Development for Distance Learning EDU5212 (0.25)
Environmental Field Studies - Primary/Junior EDU5214 (0.25)
Exploring Physical Science in the Intermediate Division EDU5216 (0.25)
Introductory Conflict Resolution for a Democratic Classroom EDU5218 (0.25)
Music Enrichment for the Elementary Classroom Teacher EDU5220 (0.25)
Perspectives On Adult Education EDU5222 (0.25)
Prior Learning Assessment and Recognition EDU5224 (0.25)
Science and Technology in the Elementary Curriculum EDU5226 (0.25)
Teachers' and Students' Health: Promoting Health Through Schools EDU5228 (0.25)
Teaching the Political World EDU5230 (0.25)
The Spectrum of Problem Solving: K - O.A.C. EDU5232 (0.25)

F) Practicum

The Practicum (ETS4010) is required of all candidates.

All Practicum placements are made through the Practicum Office. Under no circumstances should candidates make their own arrangements with schools.

Locations of Practicum Assignments

Dufferin-Peel Catholic District School Board
Durham District School Board
Durham Catholic District School Board
Halton District School Board
Halton Catholic District School Board
Hamilton-Wentworth District School Board
Hamilton-Wentworth Catholic District School Board
Peel District School Board
Simcoe County District School Board
Toronto Catholic District School Board
Toronto District School Board
York Catholic District School Board
York Region District School Board

G) Internship

The Internship is required of all candidates, and consists of a six-week field-based experience occurring from late April to early June. It allows candidates to deepen and broaden their skills and knowledge in terms of the Ontario College of Teachers' Standards of Practice for the teaching profession.

COURSE DESCRIPTIONS

A) CURRICULUM AND INSTRUCTION

Curriculum Development for Technological Studies ETS1040 (Course Weight 1.0)

This course is an introduction to the theory and practice of curriculum planning in a technological context. The course will pay particular attention to definitions of technology and curriculum, and a comparison of models of technology education. The theoretical aspects of the course will be applied to the development of a course of study, unit plans and resource materials which are sensitive to a variety of student learning styles, teaching approaches and evaluation procedures.

Principles and Methods of Teaching Technological Studies ETS1010 (Course Weight 1.0)

This course is an introduction to pedagogical theory and practice appropriate to technological studies programs. Instruction and practice will be given in writing learning outcomes, planning learning activities, managing the classroom, and testing and evaluating the outcomes of instruction. Emphasis is on a high level of participation in course activities which include seminars, discussions, workshops, demonstrations and groups assignments. Out of this practice, candidates will be able to synthesize a personal philosophy of technological studies education.

B) TEACHER EDUCATION SEMINAR

Teacher Education Seminar ETS6000 (Course Weight 1.0)

This course focuses on the connections among the candidates' professional courses, the Practicum, and their personal experiences. The course provides opportunities for candidates to synthesize their learning in these areas in order to develop: an understanding of the process of becoming a teacher; a personal identity as a teacher, and a foundation for continuing professional growth as an individual and as a member of the teaching community.

In the Technological Studies program, the Teacher Education Seminar provides a context and reinforcement for studies undertaken in the professional courses and the Practicum, including: principles of assessment and evaluation; effective learning environments and classroom management; special education; Standards of Practice for the teaching profession; and approaches both for promoting diversity and equity in school programs, and for addressing discrimination.

C) PSYCHOLOGICAL FOUNDATIONS OF LEARNING AND DEVELOPMENT

Psychological Foundations of Learning and Development ETS3506 (Course Weight 0.5)

This course focuses on the psychological principles of learning and development in childhood and adolescence, with particular emphasis on their relevance and application to schooling. Its goal is to introduce candidates to key psychological concepts, such as intelligence and motivation, and their interrelations with the diverse developmental characteristics of the learner. Candidates will also be encouraged to consider the independent and interactive roles of the student, the family, the school, and society in the learning process.

D) SCHOOL AND SOCIETY

School and Society ETS3508 (Course Weight 0.5)
This course will help teacher candidates develop a critical awareness of the intersections among schools, classrooms, communities, and society within the changing context of the learning environment. The course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status. The course helps new teachers understand the ways in which their professional work (inside and beyond the classroom) helps prepare these diverse students to be active participants in a changing society. It engages participants in an examination of the purposes of education, education policy, and of teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students.

E) RELATED STUDIES

Design and Problem-Solving Processes for Broad-Based Technology ETS5260 (Course Weight 0.25)
The emphasis of this course is on providing the candidate with a thorough introduction to design processes; that is, the particular form of practical problem-solving which lies at the heart of all technological activity. The philosophy and the theoretical principles which underlie design education will be examined. Using a variety of contexts as starting points, candidates will apply concepts and principles in the development of activities and materials appropriate to a range of learning outcomes in technological education.
Required Course for Technological Studies Candidates.

NOTE: For descriptions of the following Related Studies courses, one of which candidates are required to choose, please see pages 34 - 42.

EDU5210
EDU5212
EDU5214
EDU5216
EDU5218
EDU5220
EDU5222
EDU5224
EDU5226
EDU5228
EDU5230
EDU5232

F) PRACTICUM

Practicum ETS4010 (Course Weight 0.5)
The Practicum consists of two main components: (i) orientation to schools, with a focus on school culture and school community; and (ii) classroom practice related to the candidates specific program. Teacher candidates are assigned, during fall and winter Practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of fifty days of combined observation and practice related to these components. As well, candidates may be involved in additional field activities connected to their program through the year.

G) INTERNSHIP

Internship
The Internship consists of a six-week field-based experience occurring from late April to early June. This session will allow candidates to deepen and broaden their skills and knowledge in terms of the Standards of Practice for the teaching profession developed by the College of Teachers.

Institute of Child Study (ICS)

• Master of Arts in Child Study and Education

The Institute of Child Study (ICS) is a center of professional training in Childhood Education. Its program in elementary teacher education is regarded as a leader in the field. The program, leading to the M.A. in Child Study and Education, accommodates approximately 80 students. The I.C.S. Laboratory School, for children from 3 to 12 years, and its Infant Center serve as resources for candidates in the teacher education program, and are also used for research activities.

The Institute was founded in 1926, as St. George's School for Child Study - the first university laboratory preschool in Canada. In 1939 this School became the Institute of Child Study and the first of the University of Toronto's numerous multi-disciplinary research centers. At that time, research studies at the Institute were focused on the preschool years. In 1953 the Institute's move to its present quarters at 45 Walmer Road permitted expansion of the Laboratory School and of research and training activities to include children up to grade 6. Programs in infancy and family studies were also initiated about this time.

Although graduate study in Psychology had been a major element in the Institute's activities since its inception, the Institute's own one-year program leading to the Diploma in Child Study was first offered in 1944. In 1967 the program was extended to two years. In 1996/97 the program became the Master of Arts in Child Study and Education.

In its research and teaching activities, the Institute has maintained a realistic balance of interest in theoretical approaches and practical problems related to child development. The program is arranged to accommodate candidates with a variety of undergraduate backgrounds. The academic program for all candidates includes courses concerned with basic theory and research, as well as courses directed toward the application of knowledge in practice. In 1971 the Institute became a constituent of the Faculty of Education, bringing together, psychological and educational issues in the study of children. In July 1996, it became a center of the Department of Human Development and Applied Psychology of the Ontario Institute for Studies in Education of the University of Toronto.

NOTE: Candidates in this program are also subject to the rules and regulations of the School of Graduate Studies and should refer to the OISE/UT Bulletin and the School of Graduate Studies Calendar for further information.

The program is offered in two streams: two-year and one-year.

Two-Year Program

The two-year M.A. offers a unique, research-based teacher education experience. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. This qualifies the holder to teach in the primary and junior divisions of Ontario Schools. Graduates will also be eligible for Part 2 of the three-part qualification in Primary Education following one year's successful teaching experience as attested by the appropriate supervisory officer. Candidates will complete six-week, first-year placements in kindergarten/early childhood, grade 1-3, and grade 4-6 classrooms plus at least one other six-week placement during their first year of study. Candidates will complete an internship in an elementary classroom in their second year of study.

Two further areas of concentration may be elected:

•Special Education, Part 1

Candidates wishing to be eligible for Part 1 of the three-part qualification in Special Education will complete at least one six-week placement in a special education setting in their first year of study. In their second year of study, they will elect courses HDP4280H (Introduction to Special Education and Adaptive Instruction) and HDP1285H (Psychology and Education of Students with Learning Disabilities) or other approved special education course.

•Qualifying Research Paper

Candidates planning further graduate study in the foreseeable future are advised to elect HDP1209H (Research Methods and Thesis Preparation in Human Development and Applied Psychology) in their first year of study, and to elect HDP2252H (Individual Reading and Research) in their second year in order to pursue a Qualifying Research Paper (QRP). In addition, candidates who have not studied statistics as undergraduates are expected to take CTL2004H (Elements of Statistics).

It will not normally be possible to complete both the Special Education Part 1 and a QRP within the context of 16 half-courses. Additional half-courses may be undertaken in the Summer Session.

The option of completing eligibility for Special Education Part 2 is not offered in 1999/2000.

Admission Requirements

Admission to the two-year M.A. program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree. The usual admission standard is standing equivalent to a University of Toronto mid-B or better. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions. **Selected candidates will be interviewed in most cases.** Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1. a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
2. a photocopy of a certificate of change of name where applicable
3. satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers)

NOTE: In addition, criminal record screening is required for certification by the Ontario College of Teachers. See page 4 for further details.

Program Requirements

The two-year M.A. program is comprised of the equivalent of 16 half-courses, including practica and is normally undertaken on a full-time basis. The required courses are:

HDP2200	Child Study: Observation, Evaluation and Reporting
HDP2201	Childhood Education Seminar (full course)
HDP2202	Childhood Education Seminar II: Advanced Teaching
HDP2210	Introduction to Curriculum (full course)
HDP2211	Theory and Curriculum I: Language and Literacy

HDP2212	Theory and Curriculum II: Math and Science, Children's Epistemologies
HDP2220	Teaching Practicum (full course)
HDP2221	Advanced Teaching Practicum I
HDP2222	Advanced Teaching Practicum II
HDP2230	Designing Educational Programs.

The remaining three courses are electives. In addition, candidates must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

One-Year Program

This program is offered only to candidates who hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto. The one-year M.A. program is intended to further develop an academic-inquiry oriented approach to children and learning. The program will also provide good preparation for candidates who may be interested in pursuing further graduate study.

Admission Requirements

In addition to the admission requirements stated previously for the two-year program, applicants to the one-year M.A. program must also hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education.

Program Requirements

The one-year M.A. program is comprised of eight half-courses and may be undertaken on a full- or part-time basis. The required courses are:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Math and Science, Children's Epistemologies.

The remaining courses are electives.

For candidates who may be interested in further graduate study, it is strongly recommended that they include as part of their elective courses a course in research design and measurement and a course in statistics, plus complete a Qualifying Research Paper (QRP) that includes empirical field work.

Application forms and requests for further information for both the one-year and two-year programs may be obtained from:

OISE/UT, Registrar's Office
Graduate Studies Unit
252 Bloor Street West
Toronto, Ontario, Canada, M5S 1V6
Telephone: (416) 923-6641, Ext. 2663 or 2664
Telephone: 1-800-785-3345
FAX: (Grad. Studies) (416) 323-9964
FAX: (416) 926-4725
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca

Course Descriptions

NOTE: The following courses are normally open only to candidates in the M.A. in Child Study and Education program.

HDP2200H Child Study: Observation, Evaluation and Reporting

A course designed for candidates to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the practitioner as critical inquirer will be emphasized.

HDP2201Y Childhood Education Seminar

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the candidates' experiences from Practicum placements.

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during candidates' internships (Advanced Teaching Practica I and II).

HDP2210Y Introduction to Curriculum
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education, and visual arts), communications, mathematics, and science.

HDP2211H Theory and Curriculum I: Language and Literacy
A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical considerations of children's linguistic development from infancy onwards, and of the differences between oral and written language.

HDP2212H Theory and Curriculum II: Math and Science, Children's Epistemologies
A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of science and mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.

HDP2220Y Teaching Practicum (Pass/Fail)
Candidates are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Candidates are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two Practicum sessions, each providing 144 hours of Practicum experience in 2, six-week, half-day blocks.

HDP2221H Advanced Teaching Practicum I (Pass/Fail)
Second year Child Study and Education candidates carry out two internship placements, each lasting eight weeks. Internships may be in classes from preschool through grade six. Through these internships candidates consolidate teaching skills under the supervision of a mentor teacher on site and a staff member from the Institute of Child Study. Each internship provides a total of 176 Practicum hours.

HDP2222H Advanced Teaching Practicum II (Pass/Fail)
Description as for HDP2221.

HDP2230H Designing Educational Programs
An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help candidates learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.

Electives
For descriptions of elective courses, see the OISE/UT Graduate Studies in Education Bulletin available from:
OISE/UT, Registrar's Office
Graduate Studies Unit
252 Bloor Street West
Toronto, Ontario, Canada, M5S 1V6
Telephone: (416) 923-6641, Ext. 2663 or 2664
Telephone: 1-800-785-3345
FAX: (Grad. Studies) (416) 323-9964
FAX: (416) 926-4725
Cable Address: OISETOR
E-mail: gradstudy@oise.utoronto.ca

Tuition Fees

Administrative User Fees

Library Fees and Fines

The University reserves the right to alter fees and other charges described herein. Please refer to the Fees Schedule for full details on Tuition Fees and Fees Refunds.

1. The minimum first payment for the initial teacher education program, and outstanding payments for any previous session at the University of Toronto, must be made prior to registration in September or you may not be allowed to register. Students who have applied for OSAP assistance prior to May 31, 1999, and cannot pay the required fees before receiving their OSAP funds, may obtain a temporary deferment of fees.

2. The total fee for the session is assessed to your account at registration. If you have not paid the total amount of fees owing, service charges will be assessed as follows: all outstanding balances, regardless of source of payment, or when the course or program is held, are subject to a service charge of 1.5% per month compounded, first assessed on October 15th and on the 15th of each month thereafter (regardless of the day of the week on which the 15th falls) until paid in full.

3. Students who withdraw before the end of a course will be charged fees from the beginning of the school year to the effective date of withdrawal. Notification of withdrawal must be made in writing to the Registrar.

4. International Students whose visa status in Canada changes during the session may be eligible for a fee adjustment under one of the approved provisions. To receive an adjustment you must report your status change and present supporting documents prior to October 31, in the first term and January 31 in the second term.

Tuition Fees, Administrative User Fees and Library Fees and Fines

Bachelor of Education and Diploma in Technical Education

Tuition Fees (1999/2000)	**$**
Academic fee	
Domestic students	4,379.00
International students	11,730.00
+Non-academic incidental fees	
Domestic students	731.95
International students	731.95
University Health Insurance Program	
Domestic students	-----
International students	590.57
Total fee payable	
Domestic students	5,110.95
International students	13,052.52
Minimum first payment	
Domestic students	3,359.00
International students	8,361.00

+ Payable once per session

Master of Arts in Child Study and Education

Tuition Fees (1999/2000)	**$**
Academic fee	
Domestic students	5,542.00
International students	11,962.00
+Non-academic incidental fees	
Domestic students	643.57
International students	643.57
University Health Insurance Program	
Domestic students	-----
International students	590.57
Total fee payable	
Domestic students	6,185.57
International students	13,196.14
Minimum first payment	
Domestic students	3,969.00
International students	8,411.00

+ Payable once per session

Administrative User Fees (1999/2000)	**$**
Advanced Standing Evaluations	58.00
Calendar for persons not registered in OISE/UT	4.00
Copy of record	15.00
Duplicate tax receipts	3.00
Faculty Service Fee	70.00
Final marks (replacement copy)	13.00
Late registration fee (plus $5.00 per day)	44.00
Letters/Forms of Confirmation	7.00
Official transcripts	8.00
Petition to re-read examination *	36.00
Petition to recalculate grade *	13.00
Re-instatement	61.00
Re-registration	24.00
Replacement of Calendar	4.00
Replacement of student/library card	12.00
Replacement of student card without photo	3.00
Student System Access Fee (per session)	12.00
Supplemental examinations (per course)	70.00

* (refundable if the grade is changed in the student's favour)

Library Fees and Fines (1999/2000)	**$**
Damaged book or serial	25.00
Lost book	75.00
Lost bound serial	125.00
Lost unbound serial	75.00
Overdue fines	
• Books and serials (per day per item)	.50
• Short-term loan books and serials (per hour, per item)	.50
• Short-term loans beyond 24 hours (per day, per item)	7.50
• Reserved/Recall books and serials (after 7 days of notice)	2.00

Financial Assistance

NOTE: Master of Arts in Child Study and Education candidates see also the OISE/UT Graduate Studies Bulletin

Policy on Student Financial Support

The University of Toronto's Policy on Student Financial Support states, as a fundamental principle that "No student admitted to a program at the University should be unable to enter or complete the program due to a lack of financial means." There are a number of financial support options in place to help students cover reasonable costs associated with living and studying in Toronto. Some of these options are summarized below.

Government Financial Aid
Full-Time Students

The Ontario Student Assistance Program (OSAP) is available to Ontario residents who are Canadian citizens or permanent residents, to assist with educational and living expenses. OSAP loans are interest-free and non-repayable while the student remains enrolled in full-time studies. The Loan Forgiveness Program provides partial forgiveness of loans at graduation for students who have incurred large debt loads.

Information concerning the eligibility and assessment criteria may be obtained from:

Admissions and Awards
315 Bloor Street West
University of Toronto
Toronto, Ontario M5S 1A3
Telephone: (416) 978-2190.

Application forms are available from OISE/UT and Admissions and Awards. It is strongly recommended that students apply for OSAP assistance prior to May 31.

Students from other Canadian provinces should apply through their provincial financial aid authority. Admissions and Awards can provide addresses and in many cases, application forms.

University of Toronto Work-Study Plan

This program is funded by the University and the Ministry of Education and Training and provides on-campus part-time employment to students with financial need in second year or higher. Eligibility information and applications are available from Admissions and Awards.

Ontario Bursary for Students with Disabilities

Non-repayable assistance of up to $2,000 is available for full-time and part-time OSAP recipients who have special education expenses as a result of a disability. Information and applications are available from Admissions and Awards.

Part-Time Students

Part-time students may also qualify for OSAP assistance. However, the following programs may be of greater benefit in certain situations:

The Federal Government has established a loan program for part-time students. Unlike OSAP loans, part-time Canada Student Loans are repayable beginning 30 days after the loan is negotiated.

The Ontario Special Bursary Plan provides assistance to part-time students in serious financial need. Bursaries cover direct educational expenses such as tuition, books, and transportation. Further information and application forms may be obtained from Admissions and Awards.

Bursaries for Second-Language Teachers

Following the recommendation of the Royal Commission on Bilingualism and Biculturalism, the Federal Government offers summer course bursaries for second-language teachers. This program is administered by the Provincial Government. Further information may be obtained from the Fellowship Section, Student Awards Branch, Ministry of Education and Training, Mowat Block, 8th Floor, Queen's Park, Toronto M7S 2B4 (965-5241).

Faculty of Education Bursary

The Faculty Council of OISE/UT offers bursaries ranging in value from $200 - $1000 to students registered in the initial teacher education program who demonstrate financial need. Applications must be submitted to OISE/UT Student Services Office before November 1. (Students whose financial circumstances change may apply after this date.) The bursary is intended to supplement the student's own resources, including government assistance. The majority of funds available through this bursary program are allocated to OISE/UT from the University of Toronto Undergraduate Bursary program.

Jeffrey Drdul Memorial Award in Special Education

This Award was established by Mrs. Lorraine Drdul in memory of her late son, Jeffrey Drdul. Jeffrey, who was perceptually handicapped, attended special education classes in a Toronto public school as well as two schools for learning disabled children.

One or more awards to the value of the annual income will be made to graduates of the teacher education program who are continuing in an Ontario College of Teachers certification course in Special Education at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected on the basis of financial need and demonstrated ability to contribute to the field of special education. Application should be made to the OISE/UT Awards Committee by April 1. (approximate value: $700 - $800)

James Fair Bursary

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989.

Two bursaries of $500 each will be awarded to students in the Institute who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30.

Margaret Kidd Award

The fund is designed to provide small grants (normally less than $100) to assist students at the Institute of Child Study in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Spring competition. The competition is administered by the I.C.S. Leighton-McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community.

Preference is given to students in the second year of the Master of Arts in Child Study and Education program. Interested students should submit a one page proposal by October 15 or February 15 depending on the term in which they plan to attend a conference. The proposal should be given to the Chair of the Leighton-McCarthy Committee.

Prof. Arthur Louden Memorial Entrance Scholarship in Science
Mrs. Francis Drover Louden has endowed an award in honour of her husband, Prof. Arthur H. Louden, who taught Science Education at the Faculty of Education, University of Toronto, from 1944 to 1971 and was Chair of the Science Department in the Faculty from 1955 to 1971.

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to persons admitted to the Intermediate/Senior Divisions in the teacher education program who will enrol in Science and have best demonstrated high academic achievement in biology or chemistry or physics, and a desire to teach Science. The maximum value of each award is not more than $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Intermediate/Senior Divisions of the teacher education program who have selected Science as a teaching subject and who apply for the award. The application deadline is July 1.

Morgan Parmenter Award in Guidance
Offered by Mrs. M. D. Parmenter as a memorial to Morgan D. Parmenter, Professor of Guidance, who founded the Guidance Centre in 1943 and was its Director until his death in 1968.

One or more awards, to the value of the annual income, will be granted to graduates of the University of Toronto teacher education program who are continuing in an Ontario College of Teachers additional qualification course in Guidance at the University of Toronto in the session immediately following the applicants' graduation from the teacher education program. Recipients will be selected by the OISE/UT Awards Committee on the basis of financial need and demonstrated ability to contribute to the field of guidance and counselling. Application should be made to the OISE/UT Awards Committee by April 1. (Approximate value: $700 - $800)

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science
Mrs. Elizabeth Peterson, Chair of the Board of Directors, Boreal Laboratories Ltd., has endowed an award in OISE/UT in honour of Dr. R. L. Peterson, 1920-1989. Dr. Peterson was a professor in the Department of Zoology at the University of Toronto, Curator of the Department of Mammalogy at the Royal Ontario Museum, a Director and Chairman of the Toronto Zoological Society and founder and Chairman of the Board of Directors of Boreal Laboratories.

One or more awards to the value of the annual income will be made by the OISE/UT Awards Committee to the person admitted to the Intermediate/Senior divisions in the initial teacher education program who will enrol in Environmental Science and Science and who best demonstrates financial need, involvement in community work and activities providing preparation for a career in teaching and who shows a desire to teach and has good academic standing. The maximum value of each award is $1000.

The recipient will be selected by the OISE/UT Awards Committee by August 1, from persons admitted for the following academic year to the Intermediate/Senior divisions of the teacher education program who have selected Science and Environmental Science as their teaching subjects and who apply for the award. The application deadline is July 1.

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior Education
This award was established by the family of Bertha Robertson on the occasion of her 88th birthday, December 31, 1991. Mr. and Mrs. Robertson both graduated from the University of Toronto.

One or more awards to the value of the annual income of the endowment (normally $200 - $250) will be granted by the OISE/UT Awards Committee to a person or persons admitted to the initial teacher education program in the Primary/Junior divisions who has best demonstrated academic achievement and a strong desire to teach children in the Primary/Junior grades.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted for the following academic year to the Primary/Junior divisions of the teacher education program and who apply for the award. The application deadline is July 1.

Percy H. Taçon Memorial Bursary
This bursary was established by Mrs. P. H. Taçon as a memorial to Percy H. Taçon, Professor Emeritus, noted Ontario Artist, who was Professor of Visual Arts at the Faculty of Education and the University of Toronto Schools from 1945 to 1970.

The bursary, in the amount of $500, will be awarded annually to a student registered in the Visual Arts option of the B.Ed./O.T.C. of Q. Program. Recipients will be selected on the basis of financial need and demonstrated ability to make a significant contribution to the field of art education. Candidates must apply to the OISE/UT Awards Committee by November 1.

University of Toronto Vari Scholarship
This award was established by the Honourable George W. Vari and Helen Vari.

One or more awards of **not more than** $10,000 will be made to persons admitted to the Intermediate/Senior divisions of the Bachelor of Education program. Applicants for the Vari Scholarship are expected to have an 'A' academic average on a four year degree and an outstanding Applicant Profile. Selection is also based on a letter of reference from a professor, performance on the GRE General Test, and performance on a competitive essay. To be eligible for the Vari Scholarship, applicants must have resided in Ontario for twelve months prior to the beginning of the term of study and demonstrate financial need.

Applications for the Vari Scholarship are available from the OISE/UT Registrar's Office, Initial Teacher Education Admissions Unit, during the application period for the Bachelor of Education program and must be submitted by the application deadline for the Bachelor of Education program.

Awards and Honours

NOTE: Master of Arts in Child Study and Education students see also the OISE/UT Graduate Studies Bulletin

The staff and students of the initial teacher education program have established three awards to recognize excellence in scholarship and pedagogy in each of the three programs of concentration. They are presented to students selected from those who have demonstrated academic excellence, teaching proficiency, and contributions to activities in practice teaching schools and OISE/UT. In addition, a fourth award recognizes an outstanding contribution to the life of OISE/UT. Each will receive a replica of a bronze sculpture of a young person gazing in wonder at an object - a figurative representation of the human thirst for understanding which is the essence of the educative process.

Primary/Junior Award of Honour

This award, in honour of Dr. William Pakenham, Dean of the Faculty of Education from 1907 to 1934, is a continuation of an annual memorial prize originally founded by the teachers of Ontario. It is presented to the outstanding student in the Primary/Junior program.

Junior/Intermediate Award of Honour

This general proficiency award in honour of Dr. Bert Case Diltz, Dean of the Ontario College of Education from 1958 to 1963, is presented to the outstanding student in the Junior/Intermediate program.

Intermediate/Senior Award of Honour

The staff and students of the initial teacher education program, in association with the Ontario Secondary School Teachers' Federation, make this award in honour of Dr. Hugh W. Bryan, a former President of the Federation. It is presented to a student in the Intermediate/Senior program who most demonstrates 'outstanding qualities of scholarship, teaching ability, and character'.

Award for Outstanding Contribution to the Life of the Faculty

This award, in honour of Professor Jack Passmore, Assistant Dean of the Faculty of Education, 1973 to 1974, is presented to a student who has demonstrated excellence in leadership and participation in the Councils and activities of the initial teacher education program. Nominations for this award may be made to the OISE/UT Awards Committee by staff and students by a deadline established each spring.

OISE/UT Commendation

This annual award, in the form of a certificate, is presented to individual students or groups of students for outstanding achievement during the academic year .

NOTE: For the following, unless otherwise stated, when an award has an endowment the value of the annual award or awards will be determined by the annual income of the endowment.

Arnolds Balins Award

A memorial to Professor Arnolds Balins, who taught in the Faculty of Education's Geography Department from 1969 to 1975. The principal donor of this award is the Institute of Citizenship. It is presented annually to a student of geography in the initial teacher education program on the basis of academic standing, concern for others, perseverance, and qualities of leadership. (Approximate value: $500 - $600)

M. Penelope Carter Award

This award was established by a bequest from the late Miriam Penelope Carter.

One award, to the value of the annual income of the endowment, will be granted by the OISE/UT Awards Committee to a person admitted to the initial teacher education program in the Intermediate/Senior divisions who will enrol in English. The recipient must have graduated from the University of Toronto with high academic standing in a Specialist or Major Program in English. In addition, the demonstrated financial need of the applicant, especially as related to family responsibilities, will be considered. The value of this award is expected to be approximately $5,000.

The recipient will be selected by the OISE/UT Awards Committee by August 1 from persons admitted to the following academic year to the Intermediate/Senior Divisions in the teacher education program and who apply for this award. The application deadline is July 1.

Mark A. R. M. Crowe Memorial Award

This award was established by the family and friends of Mark Alexander Crowe, B.A., B.Ed., M.B. Mark was an Honours Graduate of Victoria College, 1977, and the Faculty of Education, 1985, University of Toronto. While saving the life of a stranger, Mark died on June 18, 1988.

This award, honouring the memory of a gifted teacher will be given annually at the completion of the academic year. The recipient will be a student in the Intermediate/ Senior, History and/or Politics programs who best exemplifies the qualities of the late Mr. Crowe: compassion, dedication and excellence in teaching. Financial need will be considered. The value of the award will be the annual income. (Approximate value: $500 - $600)

James W. Fair Award in Elementary Education

This award was established as a memorial to Dr. Jim Fair, who was a professor at the Faculty of Education from 1971 to 1989. He served as Assistant Dean, Chair of Elementary Education, and Chair of the Institute of Child Study.

The annual award will be made to a student in the Primary/Junior or Junior /Intermediate program who has made an outstanding contribution to the program and has displayed teaching proficiency, leadership, care and concern for others, full participation in the program and activities of OISE/UT, and an intention to pursue further study in education. (Approximate value: $900 - $1,000)

Leighton McCarthy Memorial Scholarship

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the University. This residence is now the home of the Institute of Child Study. $500 is awarded annually to a second-year student in the Master of Arts in Child Study and Education program. Selection is made by the Awards Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

O. E. C. T. A. Award of Excellence

The Ontario English Catholic Teachers' Association has established this award of $200 and an O.E.C.T.A. pin for the student in the initial teacher education program who is an associate member of the O.E.C.T.A., has successfully completed the religious education Foundations course, and has demonstrated outstanding practice teaching and academic performance.

R. Darrel Phillips Award
This general proficiency award was established as a memorial to Professor R. D. Phillips, Director of the Technical and Industrial Arts Department, 1945 to 1965, by the staff of that Department. It is awarded annually to the student in the Technological Studies program who achieves the highest academic average. (Approximate value: $100 - $250)

R. J. McMaster Award
This award was established by the friends and colleagues of Professor R. J. McMaster and is awarded annually to the outstanding student in the Intermediate/Senior English program at OISE/UT. (Approximate value: $50)

P. A. Petrie Huron County Scholarship
This award was established by a bequest from the late Mrs. Helen M. Petrie in memory of Professor P. A. Petrie, Chairman of the Faculty's Mathematics Department from 1946 to 1962. It will be given on the basis of academic achievement to a graduate of an Ontario university who has completed the requirements for the teacher education program (mathematics and/or science teaching option) at OISE/UT, University of Toronto. Preference will be given to a candidate who is a graduate of a Huron County secondary school. (Approximate value: $900 - $1000)

Alexander Pringle Seggie Award
This award was established by the late Irene Elizabeth Seggie as a memorial to her husband, Alexander Pringle Seggie, a Professor in the Faculty of Education from 1949 to 1974.

The award will be made annually to the student in the initial teacher education program who shows the greatest all round achievement in academic standing, practice teaching and contribution to the program. (Approximate value: $600 - $650)

A. P. Seggie Memorial Award
The Ontario Business Education Association each year honours the outstanding candidate in Business Studies. The name of the recipient is placed on a plaque which was established in memory of Professor Alexander P. Seggie who was Director of the Business Education Department prior to his retirement in 1974.

Don Wright Scholarship in Vocal Music (The Changing Voice)
This scholarship is awarded to a full time student in the teacher education program who is academically eligible for admission to the Honour Specialist qualification course in Vocal Music or Vocal and Instrumental Music and who has a strong interest in developing young voices from grades 5 to 10. (Approximate value: $750 - $850)

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)
This scholarship is awarded to a full-time student in the teacher education program who has demonstrated talent and achievement in the field of practical instrumental arranging and orchestration. (Approximate value: $750 - $850)

Award Winners 1998/99

Primary/Junior Award of Honour
Barbara Klerer Goldenberg

Junior/Intermediate Award of Honour
Robert Brent Bittner

Intermediate/Senior Award of Honour
Kimberly Lyn Vrensen

Award for Outstanding Contribution to the Life of the Faculty
Mahira Mohtashami

Arnolds Balins Award (Geography)
Sarah Christine Kear

M. Penelope Carter Award
Mark Lebourdais

Mark A. R. M. Crowe Memorial Award (History and Political Science)
Kelly Anne MacDonald

OISE/UT Commendation
Alexander Au Yong
Whitney Dylan Baker
Lisa Bonney
Derek Bernard Chen
Lora Lynne Cooley
Sascha Vanessa Dallas
Christopher Luke T. D'Souza

Yvette Marie Duffy
Michael Andrew Goldberg
Greg J. Guiang
Pamela J. Heighway
Margaret Elizabeth Hull
Anna Jane Irish
Sarah Christine Kear
Nancy Louise McCully
Sonia Natola
Annette Andrea Perlmutter
Christopher George Petrov
Leonora Rochwerger
Murray Douglas Smith
Margaret Jane Sorel
Paul Joseph Steffan
Melissa Sullivan
Esther Uhm
Candace Jennifer Wiseman
Carmen Kaman Yan

Jeffrey Drdul Memorial Award in Special Education
Sascha Vanessa Dallas
Thomas Bernard Harrington

James W. Fair Award in Elementary Education
Lesley Ann Bazinet

Professor Arthur Louden Memorial Entrance Scholarship in Science
Robert Ari Ackerman
Michelle Lise Baril
Rebecca Cathleen Brown
Angela Chan
Giota Anna Perdikaris

O.E.C.T.A Award of Excellence
Alexandra McDonald
Roberto De Lorenzo
Marilena Di Carlo

R. J. McMaster Award
Jacqueline Suzanne Allen

Morgan Parmenter Award in Guidance
Silvia Linda Tenenbaum

Dr. R. L. Peterson Memorial Entrance Award in Science and Environmental Science
Lisa Bonney
Eden Elizabeth Thurston

P. A. Petrie Huron County Scholarship (Mathematics and/or Science)
Anne M. Orazem

R. Darrel Phillips Award (Technological Studies)
Ryan A. Wineberg

Alexander Pringle Seggie Award
Solomon Birenbaum

Bertha and Howard Robertson Entrance Scholarship in Primary/Junior
Jennifer Anne Thompson

A. P. Seggie Memorial Award (Business)
Cecilia Domenica Vittoria Garito

Don Wright Scholarship in Vocal Music
Katherine Zenovia Sametz

Don Wright Scholarship in Music Education (Practical Instrumental Arranging)
Wayne Kevin Nickoli

Vari Scholarship
Bruce Raymond Eckersley

Policies and Regulations

English Language Proficiency Policy

NOTE: This policy relates to the Bachelor of Education and Diploma in Technical Education/Ontario Teachers' Certificate of Qualification Program only. Master of Arts in Child Study and Education candidates please refer to the OISE/UT Graduate Studies in Education Bulletin.

English is the language of instruction for all initial teacher education courses at OISE/UT, with the exception of some Modern Language Education courses. Consequently, to be successful in these courses and in the Practicum and the Internship, candidates must demonstrate a high degree of proficiency in both oral and written English.

As well, successful candidates receive certification to teach in schools where English is the language of instruction, and where the primary obligation of the elementary and secondary school teacher is to meet the needs of the learner. To do this effectively the teacher must be able to communicate effectively in English, the students' language of instruction. OISE/UT is committed to producing graduates who possess strong English language skills to meet these needs, and who will also be competent and effective role models in the use of oral and written English.

Thus, all applicants to the Bachelor of Education and Diploma in Technical Education/Ontario Teachers' Certificate of Qualification Program, as well as Ministry of Education and Training Special Student applicants to the Continuing Education Program are required to give evidence of their oral and written proficiency in English.

A. Acceptable Levels of Proficiency in English

•For Applicants To The Diploma In Technical Education Program
All students applying for admission to the Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program, must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least four years (or equivalent) in an English language school system located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iii) which follows.

•For Applicants To The Bachelor of Education Degree Program
All students applying for admission to the Bachelor of Education/Ontario Teacher's Certificate of Qualification Program must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iii) which follows.

•For Ontario College of Teachers Special Students Applying To The Continuing Education Program
All teachers seeking Ontario Certification who have been directed by the Ontario College of Teachers to take professional courses at a faculty of education, and who apply for admission to the Continuing Education Program to complete such requirements must satisfy one of the following criteria:

(a) their mother tongue or first language is English

OR

(b) they have studied full-time for at least three years (or equivalent) in a university where the language of instruction and examination was English and which was located in a country where the first language is English

OR

(c) they have achieved the required level of proficiency on one of the tests in English language as outlined in section B (i-iii) which follows.

B. Acceptable Tests and Required Scores

NOTE: All tests must have been taken within the 3 years prior to the date of application to the OISE/UT Teacher Education programs.

i) An official statement of results of **TOEFL** (Test of English as a Foreign Language) for either the new computer based test or the previous paper-based test. These two tests, although equivalent, use different grading scales.

Applicants who take the computer based test must submit an official statement of results showing a minimum score of 250, **and also have a minimum Essay Rating Score of** 6.0, **as well as the TSE** (Test of Spoken English), with a minimum score of 55.

Applicants who have taken the paper based test must submit an official statement of results showing a minimum score of 600, **and the TWE** (Test of Written English), showing a minimum score of 6.0, **as well as the TSE** (Test of Spoken English), showing a minimum score of 55.

OR

ii) An official statement of results of **IELTS** (International English Language Testing System) showing an overall band score of 7 and no band score of less than 5.

OR

iii) An official statement of results of **MELAB** (Michigan English Language Assessment Battery), showing a score of 92 **and also the** Oral Interview component, showing a rating of 4.

C. Deadline for Submitting Evidence of English Language Proficiency

The deadline for submitting evidence of oral and written proficiency in English will be the same as the deadline for submitting transcripts and the Applicant Profile to OISE/UT for the respective Bachelor of Education and Diploma in Technical Education/Ontario Teacher's Certificate of Qualification Program application/admission cycle. In the case of Continuing Education applicants the deadline would be that which is published for each session.

D. Information About the Tests Which are Acceptable as Evidence of English Language Proficiency

Information about the content of tests, test dates, test requirements and applicable fees may be obtained as follows:

1. **TOEFL** (Test of English as a Foreign Language)
TWE (Test of Written English)
TSE (Test of Spoken English)
Educational Testing Service
P. O. Box 6151
Princeton, New Jersey
U.S.A. 08541-6151
Telephone: (609) 921-9000

2. **IELTS** (International English Language Testing System)
University of Cambridge Local Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU

- Applicants may also contact their nearest British Council Office
- The only North American IELTS test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at (519) 748-5220 ext. 603.

3. **MELAB** (Michigan English Language Assessment Battery)
English Language Institute
Testing and Certification Division
3020 North University Building
The University of Michigan
Ann Arbor, Michigan
U.S.A. 48109-1057
Telephone: (313) 764-2416/763-3452

OR

The Toronto MELAB Test Centre
(416) 946-3942

In Person: New College, Room 2045
University of Toronto
40 Willcocks Street
Toronto, Ontario

By Mail: New College, Room 2045
University of Toronto
21 Classic Avenue
Toronto, Ontario M5S 2Z3

Applicants who feel that they require further information concerning our English Language Proficiency requirement may wish to contact:

OISE/UT, Registrar's Office
Initial Teacher Education Programs
Admissions Unit, Room 4-455
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: (416) 978-8833.
FAX: (416) 923-7834
E-mail: admissions@oise.utoronto.ca

Grading Practices Policy - Bachelor of Education and Diploma in Technical Education Programs

NOTE: Grading Practices Policies for the following programs are printed in the calendars specific to each of those programs and are also available from the Registrar's Office:

- Graduate Studies in Education
- Continuing Education Program for Teachers

A. Evaluation Procedures - Courses

1. During the first week of each course, instructors will inform the class, orally and in writing, of their evaluation procedures and will provide:
    - i a list of all assignments, with due dates;
    - ii the weighting factor or percentage allotment for each course requirement;
    - iii a statement on the procedure used to determine final grades;
    - iv a description of the format and nature of the final examination (where applicable).
2. After making known the evaluation procedures, the instructor may not change them or their relative weights without the consent of at least a simple majority of the students enrolled in the course. Any change shall be reported to the Dean (or designate).
3. Commentary, appropriate in the instructor's judgment, on assessed term work will be made available to students with time for its discussion.
4. Student performance in a course shall be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.
5. For each course at least one piece of term work which is a part of the evaluation of a student's performance, whether essay, lab report, review, etc., shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.
6. Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.
7. All final course grades submitted by instructors will be reviewed by a Dean's Review Committee, which may seek clarification of apparent anomalies and, when necessary, may require that the grades as submitted be reconsidered. OISE/UT has the final responsibility for assigning the official course grade.

B. Evaluation Procedures – Practicum

The evaluation of student performance in the Practicum will include the following:

1. A formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement will be available to all students before the beginning of the first Practicum session.
2. A formative (interim) performance evaluation with written documentation for each Practicum session with feedback to the student.
3. Written documentation of the summative (final) evaluation of the Practicum session.

C. Evaluation Procedures – Internship

The evaluation of student performance in the Internship will include the following:

1. A formal statement describing the criteria to be used in determining if the requirements of the Internship have been completed successfully, and the appeal mechanisms available. This statement will be available to all students before the beginning of the Internship.
2. Written documentation of the successful completion of the Internship.

D. Conditions for Final Standing

1. Students will be evaluated on all seven components of the program: Curriculum and Instruction, Teacher Education Seminar, Psychological Foundations of Learning and Development, School and Society, Related Studies, the Practicum, and the Internship.

2. i Grades in the Curriculum and Instruction subjects, Teacher Education Seminar, Psychological Foundations of Learning and Development, School and Society, and Related Studies, will be reported in the Refined Letter Grade Scale of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

   ii Grades in the Practicum will be reported on the summative evaluation form as Pass or Fail. On the student's grade report and transcript, however, a final Pass grade will be recorded as a Credit (CR) and a final Fail grade will be recorded as a No Credit (NCR).

   iii Completion of the Internship requirement will be reported as "Successfully Completed" or "Unsuccessful" on the grade report and transcript.

3. The relationship among the letter grade scale, the grade meanings, the scale of numerical marks and the grade point value for all components of the program, excluding the Internship, is as follows:

i Grade Scale for Courses

Letter Grade	Grade Meaning	Scale of Numerical Marks	Grade Point Value
A+		90 - 100%	4.0
A	Excellent	85 - 89%	4.0
A-		80 - 84%	3.7
B+		77 - 79%	3.3
B	Good	73 - 76%	3.0
B-		70 - 72%	2.7
C+		67 - 69%	2.3
C	Adequate	63 - 66%	2.0
C-		60 - 62%	1.7
D+		57 - 59%	1.3
D	Marginal	53 - 56%	1.0
D-		50 - 52%	0.7
F	Inadequate	0 - 49%	0.0

ii Grade Scale for the Practicum

Letter Grade	Grade Meaning
CR (Credit)	Pass
NCR (No Credit)	Fail

iii Internship

Does not have a grade scale.

4. A grade assigned in a course is not an assessment of standing within the program. To be recommended for the Bachelor of Education degree or the Diploma in Technical Education and the Certificate of Qualification (Ontario College of Teachers), a student must attain:

   i a minimum of a **D- grade in each course** in the following components of the program:
   - Curriculum and Instruction
   - Teacher Education Seminar
   - Psychological Foundations of Learning and Development
   - School and Society
   - Related Studies

   ii a minimum of **an overall C+ average** (2.3 GPA) in five components:
   - Curriculum and Instruction
   - Teacher Education Seminar
   - Psychological Foundations of Learning and Development
   - School and Society
   - Related Studies

   The overall average will take into account course weights.

   iii a Credit (CR) in the Practicum.*

   iv successful completion of the Internship.**

* A student must receive a Pass in each scheduled Practicum session (includes all summative evaluations). A student who receives a Fail in one Practicum session may be given the opportunity of earning a Pass in an additional Practicum session prior to the Internship, subject to review and approval by the Practicum Office. This opportunity will be given only once. A student who receives a Fail in more than one session of the Practicum will receive a final

grade of NCR (No Credit) for the Practicum component of the program and will not be recommended for the Bachelor of Education degree or the Diploma in Technical Education nor for the Certificate of Qualification (Ontario College of Teachers).

** A student who does not successfully complete the Internship may be given another opportunity to complete this program requirement within the next academic year subject to review and approval by the Practicum Office.

E. Supplemental Privileges

1. Students not satisfying the Conditions for Final Standing may be granted supplemental privileges by the Dean's Review Committee.
2. Supplemental privileges granted in E.3 and E.4 below are limited to a combined total of two courses irrespective of the credit value of the course.
3. A student may be granted supplemental privileges in a course in which an F has been received. There are no supplemental privileges for a final grade of NCR in the Practicum component of the program nor for an unsuccessful Internship.
4. A student who receives a final grade of C, C-, D+, D or D- in a course may be granted supplemental privileges in that course if the student's overall average in the program is less than a C+ (2.3 GPA).
5. A supplemental privilege may take the form of an examination or another method of satisfying the requirements of the course or program as determined by the Dean's Review Committee.
6. The grade achieved on any supplemental work or examination will be incorporated in the evaluation procedure established by the instructor for the course concerned, and will be used to determine the student's final grade in that course. This final grade will be applied to the criteria outlined for recommendation for the Bachelor of Education degree or the Diploma in Technical Education and the Certificate of Qualification (Ontario College of Teachers).
7. No student will be permitted to take more than twice any final examination, or part thereof, for any degree, diploma or certificate listed in the Calendar, except by permission of the Appeals Committee of the Council of the Faculty.

F. Student Access to Examination Papers

1. Copies of final examination papers for the preceding academic year are available in the OISE/UT Education Commons/Library. These are available for review by students upon request. In some cases instructors may be granted an exemption from filing an examination paper. Exemptions may be granted by the Dean (or designate). In those cases, an exemption notice will be filed in place of the copy of the examination.
2. A student has the right to petition for the re-reading and re-checking of marks on a final examination. A written petition must be submitted to the Registrar within two weeks of receiving the grade or decision. A student also has the right to review his or her examination, with a representative of the Elementary or Secondary Program setting the examination. A fee covering administrative costs and copying costs (where applicable) will be levied and must be paid prior to the review.

G. Withdrawals

A student may withdraw from the Bachelor of Education degree or Diploma in Technical Education program without academic penalty on or before March 31. If a completed "Withdrawal from the University" form is submitted to the Registrar before the official deadline, the designator WDR (withdrawn without academic penalty) will be entered on the student's academic record. A student who withdraws without notifying the Registrar, in writing, will be assigned a grade of F or NCR, as appropriate, in all courses. A student who wishes to withdraw after the official deadline must petition the Registrar for permission to do so without academic penalty.

H. Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the Dean (or designate), who shall take steps to ensure fairness and objectivity.

I. Procedures in the Event of Disruptions

1. Principles

The following principles shall apply in the event of disruption of the academic program:

i The academic integrity of academic programs must be honoured; and

ii Students must be treated in a fair manner, recognizing their freedom of choice to attend university classes or not without penalty.

2. Procedures

i The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.

ii Individual instructors responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.

iii Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the Dean (or designate) with a report on the attendance at the class where the vote was taken.

iv Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the Dean (or designate) with his or her recommendation, along with the results of any classroom votes . The Dean (or designate) shall then make a decision.

v Where classes are not able to convene, the instructor, with the prior approval of Dean (or designate), shall make changes deemed necessary to the classroom procedures. In the absence of the instructor, the Elementary or Secondary Program Coordinator shall consult with the Dean (or designate). Any changes made will be submitted to the Provost for approval. Where courses are to be cancelled, approval of the Council of the Faculty is required. If the Council of the Faculty cannot meet, approval of the Dean, or in the absence of the Dean, the approval of the Provost, is required.

vi Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.

vii Where changes to the classroom procedures are made, students who do not wish to complete the course under the revised procedures may withdraw without academic penalty. This must be done prior to the last day of classes.

viii Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.

ix A student who feels, owing to his or her special circumstances, that changes to the classroom procedure have unreasonably affected his or her grade, may appeal the grade following the procedures as set out in each division.

Appeal Procedures

Bachelor of Education and Diploma in Technical Education Programs

(Master of Arts in Child Study and Education students see the OISE/UT Graduate Studies Bulletin)

A. Appeal of Academic Grades

A student may discuss a disputed grade informally with the instructor(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

1. A student may appeal, in writing, a disputed grade to the instructor responsible, within two weeks of receiving the disputed grade. The student will present to the instructor a written statement detailing the grounds of the appeal and the resolution sought. The instructor will provide the student with a written statement giving the rationale for granting or denying the appeal.
2. The student may appeal the decision of the instructor, in writing, to the Chair of the Department within two weeks of receiving the decision . The Chair of the Department will seek to arbitrate the dispute. If the matter cannot be settled, the Chair of the Department , in consultation with members of the Department, will review the case and submit to the student and the instructor, in writing, the ruling of the Department and the rationale for the decision.
3. The student or instructor may, within two weeks of receipt, appeal the ruling of the Department, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, instructor and Chair of the Department . The committee will review the case and, through the Registrar, submit in writing, to the parties concerned, the decision of the committee, and the rationale for the decision.
4. The student, the instructor or the Chair of the Department may, within two weeks of receipt, appeal the ruling of the Appeals Committee in writing through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.
5. The student may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

B. Appeal of Failures in Practice Teaching

A student may discuss a failure of a practice teaching session with the associate teacher(s) involved. If these discussions do not resolve the dispute, the following formal procedures may be initiated.

NOTE: As associate members of the Ontario Teachers' Federation (OTF), students should be aware of the regulations made under the Teaching Profession Act.

1. A student may appeal, in writing, the failure assigned by the associate teacher to the Coordinator of Practice Teaching within two weeks of receiving the report. The student will present to the Coordinator a written statement detailing the grounds of the appeal. The Practice Teaching Coordinator will send, within three working days, a copy of the student's appeal to the associate

teacher. The Practice Teaching Coordinator, in consultation with the student, the associate teacher, the principal of the school, and the faculty instructor familiar with the student's performance, will review the case and submit a written statement to the student giving the rationale for granting or denying the appeal.

2. The student or the associate teacher may, within two weeks of receipt, appeal the decision of the Practice Teaching Coordinator, through the Registrar, to the Appeals Committee of the Faculty Council of OISE/UT. This committee will accept only written submissions from each party. Neither party, nor his/her representative, may appear in person before the Appeals Committee. The written submissions should include the statements issued previously by the student, the associate teacher and the Practice Teaching Coordinator. The committee will review the case and, through the Registrar, submit in writing to the parties concerned, the decision of the committee, and the rationale for the decision.

3. The student, the associate teacher or the Practice Teaching Coordinator may, within two weeks of receipt, appeal the ruling of the Appeals Committee, through the Registrar, to the Divisional Appeals Committee of the Faculty Council of OISE/UT. The Chair of the OISE/UT Executive Committee will then, without undue delay, form a Divisional Appeals Committee to hear the appeal. In addition to providing written submissions, the appellant and a designated representative of OISE/UT may appear in person, with or without counsel or other advisor, and present arguments in person or by counsel/advisor. Intent to be represented by counsel, or other advisor, must be stated at the time the appeal is submitted. Written material must be submitted at least two weeks prior to the date of the appeal meeting. The Divisional Appeals Committee will hear submissions, review the case, and communicate its decision and rationale, in writing, through the Dean of OISE/UT, to the parties concerned.

4. The student may make final appeal to the Academic Appeals Board of the Governing Council of the University. An appeal to the Academic Appeals Board shall, except in exceptional circumstances, be commenced by filing a notice of appeal with the Secretary of the Board no later than ninety (90) days after receipt of the divisional decision from the Dean of OISE/UT.

C. Applicability of Faculty Regulations

The Registrar's Office normally handles matters regarding the applicability of faculty regulations. A student petitioning the applicability of faculty regulations will present to the Registrar a written statement detailing the grounds of the request and the resolution sought. The Registrar, in consultation with the Dean, will provide the student with a written statement giving the rationale for granting or denying the request.

Policies and Principles for Admission to the University of Toronto

1. Preamble

a. These Policies and Principles apply to the recruitment and selection of students for admission to all programs of study at the University of Toronto which lead to a degree, diploma or certificate.

b. These Policies and Principles supplement but do not supplant specific requirements for admission that are determined by individual academic divisions of the University. No specific requirements, however, may be inconsistent with or contravene these policies and principles.

c. These Policies and Principles govern the conduct of all persons who officially represent the University of Toronto or anyone of its colleges, faculties, or schools in liaison with prospective students or secondary schools.

d. These Policies and Principles constitute a commitment on the part of the University of Toronto towards secondary schools and other post-secondary institutions to share fully the responsibility for working in the best interests of education and society generally and of students individually.

2. Statement of Policies and Principles for Selection

a. The University of Toronto admits the best possible students on the basis of academic performance and potential as required by the curricular content and, where judged relevant by the division, professional requirements of the individual degree or diploma program(s) to which the applicant seeks admission.

b. Individual colleges, faculties, and schools may recognize a variety of achievements that they deem worthy of consideration and exemplary to other students.

c. The University of Toronto admits students to its colleges, faculties, and schools in the expectation that students will be successful in achieving their academic goals or other academic objectives, and make significant personal and professional contributions to their communities.

d. With the exception of the specific conditions provided for in Section 2.e, neither the University nor any of its colleges, faculties, and schools will establish requirements for admission that in any respect involve criteria, either implicit or explicit, which are based on personal characteristics such as race, ancestry, colour, ethnic origin, sex, creed, age, marital status, family status, sexual orientation, physical disability, alumni status, or actual or potential for benefaction to the University.

e. The University of Toronto in recognition of its special responsibilities to the peoples of Metropolitan Toronto, Ontario, and Canada, and to the diversity of those peoples may, on occasions when they are deemed necessary by the Academic Board on the recommendation of the Committee on Academic Policies and Programs, establish special criteria and procedures for admission with the intention of specifically improving the participation of particular groups as students.

f. The rate at which students complete their secondary school programs will not be taken into account in selecting students for admission.

g. When information is available about terms of secondary school study - regular session, summer session, evening session - and about the number of times a student attempts a course, it may be taken into account in the selection process.

h. The University **may** take the results of standardized tests - aptitude and achievement - into account in the selection process when they are available and relevant to the program(s) to which the applicant is seeking admission. In so doing, the University will take fully into account any instructions for statistical interpretation of test results provided by the testing agency.

3. Statement of Principles for Student Recruitment and Liaison

a. The requirements for admission to each college, faculty, and school will be stated clearly and definitively.

b. The dates concerning application, notification, and candidates' replies will be stated clearly.

c. Whenever waiting lists are employed, they will be reasonable in terms of length and applicants' qualifications.

d. In representing the University, all publications and presentations prepared by it and any of its colleges, faculties, and schools will make honest portrayals and avoid negative comments about other institutions.

e. The University will take full responsibility for all persons who become involved formally in the recruitment process by acting as agents of the University - registrars, liaison officers, counsellors, faculty, alumni, athletic coaches, students.

f. For undergraduate programs that can be entered directly from secondary school, the University will always be prepared and willing to cooperate with secondary schools to improve the admissions process specifically and the transition from school to university generally.

g. The University will make announcements of admissions decisions promptly, and in the case of favourable decisions will wherever possible announce related decisions - student awards and residence - simultaneously.

4. Divisional Policies and Requirements

Individual faculties, schools and colleges may establish additional policies, procedures, and requirements for admission provided that they do not contravene the **Policies and Principles for Admission to the University of Toronto**

Academic Sanctions For Students Who Have Outstanding University Obligations

In order to receive University degrees or diplomas, or to be recommended for Ministry of Education and Training or Ontario College of Teachers certificates, students must have discharged all recognized University obligations: tuition fees, academic and other incidental fees, residence fees and other residence charges, library fines, bookstore accounts, loans made by colleges, faculties or the University, Health Service accounts, charges for unreturned or damaged instruments, materials and equipment, and orders for the restitution, rectification or the payment of damages, fines, bonds for good behaviour, and requirement of public service work imposed under the authority of the **Code of Student Conduct.**

The following academic sanctions will be imposed on students who have outstanding recognized University obligations:

- Statements of results or official transcripts of records, or both, will not be issued.
- The University will not release either the official document (normally called diploma) which declares the degree, diploma or certificate earned nor provide oral confirmations or written certification of degree status to external enquires; will not make recommendations for Ontario College of Teachers teaching certificates. Indebted graduands will be allowed to walk on stage and have their names appear on the convocation program.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied, first, to outstanding University debts and, second, to current fees.

Transcripts

All requests for transcripts of academic records, **with the exception of transcripts of courses taken in the Additional Qualification Program for Teachers,** must be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: (416) 978-3384
Web Addresses:
- www.chass.utoronto.ca/ofr/transcripts/trnscrpt.htm
- www.rosi.utoronto.ca

Requests for transcripts of courses taken in the Additional Qualification Program for Teachers should continue to be made to:

The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: (416) 926-4743

Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

Access to Official Student Academic Records

In accordance with the "Policy on Access to Student Academic Records Maintained by Undergraduate Academic Divisions of the University of Toronto", students may obtain access to their academic records upon written request to the Registrar of OISE/UT. Below are excerpts from this Policy. The full text is available in the Registrar's Office.

4 (a) Access by a Student

i) A student may examine and have copies made of his or her official student academic record as defined in Section 3 of the Policy, with the exception of those portions of the record which comprise letters of reference, evaluations and appraisals (Section 3(b)(v)) which have been provided or obtained on the expressed or implied understanding that they shall be maintained in confidence.

ii) A student's request to examine a part of his or her official student academic record shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) A student has the right to challenge the accuracy of his or her official student academic record with the exception of the material specifically excluded in Section 4(a)(i) and to have his or her official student academic record supplemented with comments so long as the sources of such comments are identified and the official student academic record remains securely within the custody of the academic division. Reference to such comments does not appear on reports such as transcripts or statements of results.

iv) It is assumed that all documents relating to petitions and appeals (Section 3(b)(iii)) of the Policy and not provided on the understanding that they shall be maintained in confidence will be retained within a division, and when needed by a student, will be made freely available. In addition, The Statutory Powers Procedure Act, 1971 of Ontario requires that where the good character, propriety of conduct or competence of a party is in issue in any proceedings in a tribunal to which the Act applies (such as the Academic Appeals Board of the Governing Council), the party is entitled to be furnished prior to the hearing with "reasonable information" of any allegations with respect thereto.

4 (b) Access by Alumni and Former Students

i) An alumnus or alumna or a former student may examine and have copies made of the portion of his or her official student academic record as defined in Section 3(a) of the Policy.

ii) A request from an alumnus or alumna or a former student to examine the portion of the official student academic record as defined in Section 3(a) of the Policy, shall be made in writing and shall be complied with by the responsible authorities within a division. Such compliance shall occur within 30 days of receipt of the request, or within such lesser period as a division may determine.

iii) An alumnus or alumna or a former student shall have the right to challenge the accuracy of his or her official student academic records only under such terms and conditions as the academic division may determine .

4 (c) Access by University Staff and Members of Official University and Divisional Councils and Standing Committees

Members of the teaching and administrative staff of the University and members of official University and divisional councils and committees shall have access to relevant portions of an official student academic record for purposes related to the performance of their duties. A staff member requesting information must have a legitimate need to have the requested information for the effective functioning of the position or office.

Where members of the teaching staff have access to official student academic records for the purpose of research, they must fully comply with the University's research policies and protocols, and shall not have access to students' names, addresses, and telephone numbers without the students' written consent.

Access to medical information as defined in Section 3(b)(iv) of the Policy shall be granted to members of the teaching and administrative staff only with the prior expressed or implied consent of the student and, if applicable, in the case of a medical assessment, the originator (physician, etc.) of such.

The Department of Alumni and Community Relations shall have access to appropriate personal information on students and alumni for the purpose of maintaining contact with alumni and their next of kin.

4 (d) Access by University Campus Organizations

Recognized campus organizations in the University of Toronto shall have access to the information referred to in Section 3(a)(ii) of the Policy as well as to the sessional address and telephone number of students named by that organization for the legitimate internal use of that organization. The Students' Administrative Council, Graduate Students' Union, Association of Part-time Undergraduate Students, and The Newspaper shall be entitled to publish and distribute within the University community a University-wide directory of students (including undergraduate, graduate, full-time and part-time) giving the sessional address and telephone number of students as long as there is a realistic provision for students to decline to consent to the disclosure of that information.

Names and addresses of students will also be provided to recognized campus organizations for the purpose of distributing information when all of the following conditions are met:

- The name and address information is not released to a third party.
- The name and address information is not used for commercial purposes.
- The organization proposes to distribute information which, in the opinion of the Assistant Vice-President (Planning) and University Registrar, the University would be willing to distribute if reimbursed by the organization.
- The information to be distributed is intended to provide information about the University and is not primarily advertisements for non-University organizations.
- The campus organization agrees to use the name and address information only for the specific purpose for which it was provided.

4 (e) Access by Others

i) By the act of registration, a student gives implicit consent for a minimal amount of information to be made freely available to all enquiries:
  - the academic division(s), degree program(s) and the session(s) in which a student is or has been registered,
  - degree(s) received and date(s) of convocation.

ii) Any other information contained in the official student academic record, (including any comments generated under Section 4(a)(iii) but with the exception of the material specifically excluded in Section 4(a)(i)), shall be released to other persons and agencies only with the student's prior expressed written consent, or on the presentation of a court order, or in accordance with the requirements of professional licensing or certification bodies, of the Ministry of Education and Training for an annual enrolment audit, or otherwise under compulsion of law. Requests granted to any persons or agencies outside the University for access to a student's academic record shall be kept on file within a division. The release of the information concerning alumni and former students contained in the portions of the academic record as defined in Section 3(a)(i) of the Policy shall also be governed by the above provisions.

iii) General statistical material drawn from academic records not disclosing the identities of students, alumni and former students may be released for research and informational purposes authorized by the University, by the academic division maintaining these records.

iv) Agencies engaged to act on behalf of the University (for example, a collection agency) may have access to relevant portions of official student academic records.

4 (f) Refusal of Access

The University reserves the right to withhold access to the statements of results and transcripts of students, alumni and former students who have outstanding debts or obligations to the University . The University may also choose not to release the official diploma to such persons nor to provide written or oral certifications of degree on their behalf.

5 Custody and Retention of Official Student Academic Records

a) Academic records of students are normally under the custodial responsibility of the academic division. Every academic division maintaining official student academic records shall draw up plans for the eventual disposition of their records in consultation with the University Archivist and in accordance with an approved records schedule which is in compliance with this Policy.

b) Those portions of the official student academic record as defined in Section 3(a) of the Policy shall be maintained permanently. Each academic division's records schedule shall specify the document, form or medium in which these records will be maintained.

c) Official student academic records preserved in the University Archives because of their archival value shall become open to researchers authorized by the University seventy-five years after a student has ceased to be registered.

6. The University's Responsibilities with Reference to the Official Academic Records of Students, Alumni and Former Students

a) Students shall be informed of University policy and divisional procedures with respect to their official student academic records.

b) Academic divisions, administrative divisions which handle student academic records, and campus organizations shall develop administrative procedures in support of this Policy.

c) Academic records shall be kept at all times under appropriate security.

d) In the case of the Institute of Child Study Laboratory School and the University of Toronto Schools in OISE/UT, the Ontario Student Record shall be regarded as part of the Official Student Academic Record, and shall be maintained on that basis.

University Discipline

Code of Behaviour on Academic Matters

The Governing Council of the University of Toronto has approved a Code of Behaviour on Academic Matters regarding academic discipline applicable to all students and members of the teaching staff of the University. Below are excerpts from this Code. The full text is available in the Registrar's Office, the office of the Vice-President and Provost, the office of the Secretary of the Governing Council, and that of the Chair of the University Disciplinary Tribunal.

B. Offences

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness not be tolerated. To this end all must acknowledge that seeking credit or other advantages by fraud or misrepresentation, or seeking to disadvantage others by disruptive behaviour is unacceptable, as is any dishonesty or unfairness in dealing with the work or record of a student.

Wherever in this Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

1. It shall be an offence for a student knowingly:

a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form.

b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work.

c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work.

d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. (For a more detailed account of plagiarism, see Appendix "A" of the Code)

e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

2. It shall be an offence for a faculty member knowingly:

a) to approve any of the previously described offences.

b) to evaluate an application for admission or transfer to a course or program of study by reference to any criterion that is not academically justified.

c) to evaluate academic work by a student by reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

3. It shall be an offence for a faculty member and student alike knowingly:

a) to forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;

b) to engage in any form of cheating, academic dishonesty of misconduct, fraud or misrepresentation not herein otherwise described, in order to obtain academic credit or other academic advantage of any kind.

4. A graduate of the University may be charged with any of the above offences committed knowingly while he or she was an active student, when, in the opinion of the Provost, the offence, if detected, would have resulted in a sanction sufficiently severe that the degree would not have been granted at the time that it was.

B.II. Parties to Offences

1.(a) Every member is a party to an offence under this Code who knowingly:

i) actually commits it;

ii) does or omits to do anything for the purpose of aiding or assisting another member to commit the offence;

iii) does or omits to do anything for the purpose of aiding or assisting any other person who, if that person were a member, would have committed the offence;

iv) abets, counsels, procures or conspires with another member to commit or be a party to an offence or

v) abets, counsels, procures or conspires with any other person who, if that person were a member, would have committed or have been a party to the offence.

(b) Every party to an offence under this Code is liable upon admission of the commission thereof, or upon conviction, as the case may be, to the sanctions applicable to that offence.

2. Every member who, having an intent to commit an offence under this Code, does or omits to do, anything for the purpose of carrying out that intention (other than mere preparation to commit the offence) is guilty of an attempt to commit the offence and liable upon conviction to the same sanctions as if he or she had committed the offence.

3. When a group is found guilty of an offence under this Code, every officer, director or agent of the group, being a member of the University, who directed, authorized or participated in the commission of the offence, is a party to, and guilty of, the offence and is liable upon conviction to the sanctions provided for the offence.

C. Procedures in Cases Involving Students

At both the divisional level and the level of the University Tribunal, the procedures for handling charges of academic offences involving students reflect the gravity with which the University views such offences. At the same time, these procedures and those which ensure students the right of appeal represent the University's commitment to fairness and the cause of justice.

C.I.(a) Divisional Procedures

Note: Where a student commits an offence, the faculty in which the student is registered has responsibility over the student in the matter. In the case of Scarborough, and Erindale colleges, the college is deemed to be the faculty.

1. No hearing within the meaning of Section 2 of the Statutory Powers Procedure Act is required for the purposes of, or in connection with, any of the discussions, meetings and determinations referred to in Section C.1.(a) and such discussions, meetings and determinations are not proceedings of the Tribunal.
2. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the student immediately after learning of the act or conduct complained of, giving reasons, and invite the student to discuss the matter. Nothing the student says in such a discussion may be used or receivable in evidence against the student.
3. If after such discussion, the instructor is satisfied that no academic offence has been committed, he or she shall so inform the student and no further action shall be taken in the matter by the instructor, unless fresh evidence comes to the attention of the instructor, in which case he or she may again proceed in accordance with subsection 2.
4. If after such discussion, the instructor believes that an academic offence has been committed by the student, or if the student fails or neglects to respond to the invitation for discussion, the instructor shall make a report of the matter to the Department Chair or through the Department Chair to the Dean. (See also Section C.1.(b) 1).
5. When the Dean or the Department Chair, as the case may be, has been so informed, he or she shall notify the student in writing accordingly, provide him or her with a copy of the Code and subsequently afford the student an opportunity for discussion of the matter. In the case of the Dean being informed, the Chair of the Department and the instructor shall be invited by the Dean to be present at the meeting with the student. The Dean shall conduct the interview.
6. Before proceeding with the meeting, the Dean shall inform the student that he or she is entitled to seek advice, or to be accompanied by counsel at the meeting, before making, and is not obliged to make, any statement or admission, but shall warn that if he or she makes any statement or admission in the meeting, it may be used or receivable in evidence against the student in the hearing of any charge with respect to the alleged offence in question. The Dean shall also advise the student, without further comment or discussion, of the sanctions that may be imposed under Section C.1.(b), and that the Dean is not obliged to impose a sanction but may instead request that the Provost lay a charge against the student. Where such advice and warning have been given, the statements and admissions, if any, made in such a meeting may be used or received in evidence against the student in any such hearing.
7. If the Dean, on the advice of the Department Chair and the instructor, or if the Department Chair, on the advice of the instructor, subsequently decides that no academic offence has been committed and that no further action in the matter is required, the student shall be so informed in writing and the student's work shall be accepted for normal evaluation or, if the student was prevented from withdrawing from the course by the withdrawal date, he or she shall be allowed to do so. Thereafter, the matter shall not be introduced into evidence at a tribunal hearing for another offence.
8. If the student admits the alleged offence, the Dean or the Department Chair may either impose the sanction(s) that he or she considers appropriate under Section C.I. (b) or refer the matter to the Dean or Provost, as the case may be, and in either event shall inform the student in writing accordingly. No further action in the matter shall be taken by the instructor, the Department Chair or the Dean if the Dean imposes a sanction.

9. If the student is dissatisfied with a sanction imposed by the Department Chair or the Dean, as the case may be, the student may refer the matter to the Dean or Provost, as the case may be, for consideration.

10. If the student does not admit the alleged offence, the Dean may, after consultation with the instructor and the Department Chair, request that the Provost lay a charge against the student. If the Provost agrees to lay a charge, the case shall then proceed to the Trial Division of the Tribunal.

11. Normally, decanal procedures will not be examined in a hearing before the Tribunal. A failure to carry out the procedures referred to in this Section, or any defect or irregularity in such procedures, shall not invalidate any subsequent proceedings of or before the Tribunal, unless the Chair of the hearing considers that such failure, defect or irregularity resulted in a substantial wrong, detriment or prejudice to the accused. The Chair will determine at the opening of the hearing whether there is to be any objection to defect, failure or irregularity.

12. No degree, diploma or certificate of the University shall be conferred or awarded, nor shall a student be allowed to withdraw from a course from the time of the alleged offence until the final disposition of the accusation. However, a student shall be permitted to use University facilities while a decision is pending, unless there are valid reasons for the Dean to bar him or her from a facility. When or at any time after an accusation has been reported to the Dean, he of she may cause a notation to be recorded on the student's academic record and transcript, until the final disposition of the accusation, to indicate that the standing in a course and/or the student's academic status is under review. A student upon whom a sanction has been imposed by the Dean or the Department Chair under Section C.I.(b) or who has been convicted by the Tribunal shall not be allowed to withdraw from a course so as to avoid the sanction imposed.

13. A record of cases disposed of under Section C.I.(a) and of the sanctions imposed shall be kept in the academic unit concerned and may be referred to by the Dean in connection with a decision to prosecute, or by the prosecution in making representations as to the sanction or sanctions to be imposed by the Tribunal, for any subsequent offence committed by the student. Information on such cases shall be available to other academic units upon request and such cases shall be reported by the Dean to the Secretary of the Tribunal for use in the Provost's annual report to the Academic Board. The Dean may contact the Secretary of the Tribunal for advice or for information on cases disposed of under Section C.II. hereof.

14. Where a proctor or invigilator, who is not a faculty member, has reason to believe that an academic offence has been committed by a student at an examination or test, the proctor or invigilator shall so inform the student's Dean or Department Chair, as the case may be, who shall proceed as if he or she were an instructor, by analogy to the other provisions of this section.

15. In the case of alleged offences not covered by the procedures above and not involving the submission of academic work, such as those concerning forgery or uttering, and in cases involving cancellation, recall or suspension of a degree, diploma or certificate, the procedure shall be regulated by analogy to the other procedures of this section.

C.I.(b). Divisional Sanctions

1. In an assignment worth 10 percent or less of the final grade, the Department Chair may deal with the matter if:

   i) the student admits guilt; and
   ii) the assignment of a penalty is limited to **at most** a mark of zero for the piece of work.

   If the student does not admit guilt, or if the Department Chair chooses, the matter shall be brought before the Dean.

2. One or more of the following sanctions may be imposed by the Dean where a student admits to the commission of an alleged offence:

a) an oral and/or written reprimand;
b) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
e) denial of privileges to use any facility of the University, including library and computer facilities;
f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
g) assignment of a grade of zero or a failure for the course in respect of which the offence was committed;
h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for a period of not more than twelve months. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.

3. The Dean shall have the power to record any sanction imposed on the student's academic record and transcript for such length of time as he or she considers appropriate. However, the sanctions of suspension or a notation specifying academic misconduct as the reason for a grade of zero for a course shall normally be recorded for a period of five years.

4. The Provost shall, from time to time, indicate appropriate sanctions for certain offences. These guidelines shall be sent for information to the Academic Board and attached to the Code as Appendix "C".

C.II.(b) Tribunal Sanctions

1. One or more of the following sanctions may be imposed by the Tribunal upon the conviction of any student:

a) an oral and/or written reprimand;
b) an oral and/or written reprimand and, with the permission of the instructor, the resubmission of the piece of academic work, in respect of which the offence was committed, for evaluation. Such a sanction shall be imposed only for minor offences and where the student has committed no previous offence;
c) assignment of a grade of zero or a failure for the piece of academic work in respect of which the offence was committed;
d) assignment of a penalty in the form of a reduction of the final grade in the course in respect of which the offence was committed;
e) denial of privileges to use any facility of the University, including library and computer facilities;
f) a monetary fine to cover the costs of replacing damaged property or misused supplies in respect of which the offence was committed;
g) assignment of a grade of zero or a failure for any completed or uncompleted course or courses in respect of which any offence was committed;
h) suspension from attendance in a course or courses, a program, an academic division or unit, or the University for such a period of time up to five years as may be determined by the Tribunal. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed.
i) recommendation of expulsion from the University. The Tribunal has power only to recommend that such a penalty be imposed. In any such case, the recommendation shall be made by the Tribunal to the President for a recommendation by him or her to the Governing Council. Expulsion shall mean that the student shall be denied any further registration at the University in any program and his or her academic record and transcript shall record this sanction

permanently. Where a student has not completed a course or courses in respect of which an offence has not been committed, withdrawal from the course or courses without academic penalty shall be allowed. If a recommendation for expulsion is not adopted, the Governing Council shall have the power to impose such lesser penalty as it sees fit.

j) i) recommendation to the Governing Council for cancellation, recall or suspension of one or more degrees, diplomas or certificates obtained by any graduate; or

ii) cancellation of academic standing or academic credits obtained by any former student who, while enrolled, committed any offence which if detected before the granting of the degree, diploma, certificate, standing or credits would, in the judgement of the Tribunal, have resulted in a conviction and the application of a sanction sufficiently severe that the degree, diploma, certificate, standing, credits or marks would not have been granted.

2. The hearing panel shall have the power to order that any sanction imposed by the Tribunal be recorded on the student's academic record and transcript for such length of time as the panel considers appropriate.
3. The Tribunal may, if it considers it appropriate, report any case to the Provost who may publish a notice of the decision of the Tribunal and the sanction or sanctions imposed, in the University newspapers with the name of the student withheld.

Discipline in Non-Academic Matters

The Councils of the Faculties, Schools, and Institutes have disciplinary jurisdiction over the conduct of all students registered in these divisions of the University in all matters of local or internal concern of the divisions. Jurisdiction over the conduct of students while in residence rests with the body administering the residence.

Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Caput may, at its discretion, suspend or expel such student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation of the Governing Council. The role of the Caput and the various councils as described above is contingent on the understanding that offences or actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts and will only be reviewed by the Caput where the implications to the University are considered sufficiently important to warrant such review.

Code of Student Conduct

A. Preface

1. The University of Toronto is a large community of teaching staff, administrative staff and students, involved in teaching, research, learning and other activities. Student members of the University are adherents to a division of the University for the period of their registration in the academic program to which they have been admitted and as such assume the responsibilities that such registration entails.
2. As an academic community, the University governs the activities of its members by standards such as those contained in the **Code of Behaviour on Academic Matters**, which provides definitions of offences that may be committed by student members and which are deemed to affect the academic integrity of the University's activities.
3. The University sponsors, encourages or tolerates many non-academic activities of its members, both on its campuses and away from them. These activities, although generally separate from the defined requirements of students' academic programs, are a valuable and important part of the life of the University and of its students.
4. The University does not stand *in loco parentis* to its student members, that is, it has no general responsibility for the moral and social behaviour of its students, as if

they were its wards. In the exercise of its disciplinary authority and responsibility, the University treats students as free to organize their own personal lives, behaviour and associations subject only to the law and to University regulations that are necessary to protect the integrity and safety of University activities, the peaceful and safe enjoyment of University housing by residents and neighbours, or the freedom of members of the University to participate reasonably in the programs of the University and in activities in or on the University's premises. Strict regulation of such activities by the University of Toronto is otherwise neither necessary nor appropriate.

5. University members are not, as such, immune from the criminal and civil laws of the wider political units to which they belong. Provisions for non-academic discipline should not attempt to shelter students from their civic responsibilities nor add unnecessarily to these responsibilities. Conduct that constitutes a breach of the Criminal Code or other statute, or that would give rise to a civil claim or action, should ordinarily be dealt with by the appropriate criminal or civil court. In cases, however, in which criminal or civil proceedings have not been taken or would not adequately protect the University's interests and responsibilities as defined below, proceedings may be brought under a discipline code of the University, but only in cases where such internal proceedings are appropriate in the circumstances.

6. The University must define standards of student behaviour and make provisions for student discipline with respect to conduct that jeopardizes the good order and proper functioning of the academic and non-academic programs and activities of the University or its divisions, that endangers the health, safety, rights or property of its members or visitors, or that adversely affects the property of the University or bodies related to it, where such conduct is not, for the University's defined purposes, adequately regulated by civil and criminal law.

7. Nothing in this Code shall be construed to prohibit peaceful assemblies and demonstrations, lawful picketing, or to inhibit freedom of speech as defined in the University.

8. In this Code, the word "premises" includes lands, buildings and grounds.

9. In this Code, “student” means a member of the University
   (i) engaged in any academic work which leads to the recording and/or issue of a mark, grade or statement of performance by the appropriate authority in the University or another institution; and/or
   (ii) registered in any academic course which entitles the member to the use of a University library, library materials, library resources, computer facility or dataset.

10. In the following, the words "University of Toronto" refer to the University of Toronto and include any institutions federated or affiliated with it, where such inclusion has been agreed upon by the University and the federated or affiliated institution, with respect to the premises, facilities, equipment, services, activities, students and other members of the federated or affiliated institution.

Note: The University of Toronto has agreed that, when the premises, facilities, equipment, services or activities of the University of Toronto are referred to in this Code, the premises, facilities, equipment, services and activities of the University of St. Michael's College, Trinity College and Victoria University are included.

11. In this Code, where an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

12. This Code is concerned with conduct that the University considers unacceptable. In the case of student members of the University, the procedures and sanctions described herein shall apply. In the case of other members of the University, such conduct is to be dealt with in accordance with the established policy, procedures and agreements that apply to the members.

B. Offences

The following offences constitute conduct that shall be deemed to be offences under this Code, when committed by a student of the University of Toronto, provided that such conduct

(i) has not been dealt with as failure to meet standards of professional conduct as required by a college, faculty or school; and

(ii) is not specifically assigned to the jurisdiction of the University Tribunal, as in the case of offences described in the Code of Behaviour on Academic Matters, or to another disciplinary body within the University of Toronto, as in the case of sexual harassment as described in the **Policy and Procedures: Sexual Harassment** and

iii) occurs on premises of the University of Toronto or elsewhere in the course of activities sponsored by the University of Toronto or by any of its divisions.

1. Offences against persons

(a) No person shall assault another person sexually or threaten any other person with sexual assault.

(b) No person shall otherwise assault another person, threaten any other person with bodily harm, or knowingly cause any other person to fear bodily harm.

(c) No person shall knowingly create a condition that unnecessarily endangers the health or safety of other persons.

(d) No person shall threaten any other person with damage to such person's property, or knowingly cause any other person to fear damage to her or his property.

2. Disruption

No person shall cause by action, threat or otherwise, a disturbance that the member knows obstructs any activity organized by the University of Toronto or by any of its divisions, or the right of another member or members to carry on their legitimate activities, to speak or to associate with others.

For example, peaceful picketing or other activity outside a class or meeting that does not substantially interfere with the communication inside, or impede access to the meeting, is an acceptable expression of dissent. And silent or symbolic protest is not to be considered disruption under this Code. But noise that obstructs the conduct of a meeting or forcible blocking of access to an activity constitutes disruption.

3. Offences involving property

(a) No person shall knowingly take, destroy or damage premises of the University of Toronto.

(b) No person shall knowingly take, destroy or damage any physical property that is not her or his own.

(c) No person shall knowingly destroy or damage information or intellectual property belonging to the University of Toronto or to any of its members.

(d) No person, in any manner whatsoever, shall knowingly deface the inside or outside of any building of the University of Toronto.

(e) No person, knowing the effects or property to have been appropriated without authorization, shall possess effects or property of the University of Toronto.

(f) No person, knowing the effects or property to have been appropriated without authorization, shall possess any property that is not her or his own.

(g) No person shall knowingly create a condition that unnecessarily endangers or threatens destruction of the property of the University of Toronto or of any of its members.

4. Unauthorized Entry or Presence

No person shall, contrary to the expressed instruction of a person or persons authorized to give such instruction, or with intent to damage or destroy the premises of the University of Toronto or damage, destroy or steal any property on the premises of the University of Toronto that is not her or his own, or without just cause knowingly enter or remain in or on any such premises.

5. Unauthorized use of University facilities, equipment or services

(a) No person shall knowingly use any facility, equipment or service of the University of Toronto contrary to the expressed instruction of a person or persons authorized to give such instruction, or without just cause.

(b) No person shall knowingly gain access to or use any University computing or internal or external communications facility to which legitimate authorization has not been granted. No person shall use any such facility for any commercial, disruptive or unauthorized purpose.

> Appropriate uses for University connections to external networks are described, for example, in the policy document "Appropriate Use Policy for the ONet Network".

(c) No person shall knowingly mutilate, misplace, misfile, or render inoperable any stored information such as books, film, data files or programs from a library, computer or other information storage, processing or retrieval system.

6. False charges
No person shall knowingly or maliciously bring a false charge against any member of the University of Toronto under this Code.

7. Aiding in the Commission of an Offence
No person shall counsel, procure, conspire with or aid a person in the commission of an offence defined in this Code.

8. Refusal to comply with sanctions
No person found guilty of an offence under this Code shall refuse to comply with a sanction or sanctions imposed under the procedures of this Code.

9. Unauthorized Possession or Use of Firearms or Ammunition
No person other than a peace officer or a member of the Canadian Forces acting in the course of duty shall possess or use any firearm or ammunition on the premises of the University of Toronto without the permission of the officer of the University having authority to grant such permission.

Note: The Chief Administrative Officer of the University has been given the authority to grant such permission for the premises of the University of Toronto under the authority of the Governing Council of the University. Various officers of institutions federated with the University of Toronto have authority to grant such permission with respect to the premises of the federated institutions.

C. Hearing Procedures

1. Whenever possible and appropriate, reason and moral suasion shall be used to resolve issues of individual behaviour before resort is made to formal disciplinary procedures.

2. An Investigating Officer, who may be a student, shall be appointed annually by the principal, dean or director (hereinafter called "head") of each faculty, college or school in which students are registered (hereinafter called "division"), to investigate complaints made against student members of that division.

3. A Hearing Officer, who may be a student, shall be appointed annually by the council of each division to decide on complaints under this Code made against student members of that division.

4. If the Investigating Officer is, for any reason, unable to conduct an investigation, then the head of the division shall appoint another person as Investigating Officer for the particular case. If the Hearing Officer is, for any reason, unable to chair the hearing of any case, then the senior chair of the University Tribunal shall appoint another person as Hearing Officer for the particular case.

5. Where the head of the division has reason to believe that a non-academic offence as defined in this Code may have been committed by a student member or members of the division, the Investigating Officer will conduct an investigation into the case. After having completed the investigation, the Investigating Officer shall report on the investigation to the head of the division. If the head of the division concludes, on the basis of this report, that the student or students may have committed an offence under the Code of Student Conduct, the head of the division shall have the discretion to request that a hearing take place to determine whether the student or students have committed the offence alleged.

6. The hearing will be chaired by the Hearing Officer. The case will be presented by the Investigating Officer, who may be assisted by legal counsel. If the right to a hearing is waived, or after a hearing, the Hearing

Officer will rule on the guilt of the student or students and may impose one or more sanctions as listed below. The accused student or students may be assisted by another person, who may be legal counsel.

7. Appeals against decisions of bodies acting under authority from the council of a division to hear cases arising out of residence codes of behaviour may be made to the Hearing Officer of the division, where provision therefore has been made by the council of the division.
8. Appeals against the decision of the Hearing Officer may be made to the Discipline Appeals Board of the Governing Council.
9. Where the head of a division has reason to believe that a non-academic offence may have been committed by a group of students including students from that division and from another division or divisions, the head may consult with the head of the other division or divisions involved and may then agree that some or all of the cases will be investigated jointly by the Investigating Officers of the divisions of the students involved and that some or all of the cases will be heard together by the Hearing Officer of one of the divisions agreed upon by the heads and presented by one of the Investigating Officers agreed upon by the heads.

D. Sanctions

The following sanctions or combinations of them may be imposed upon students found guilty of committing an offence under this Code.

Penalties that directly affect a student's registration in a program, such as suspension or the recommendation for expulsion, may be imposed only where it has been determined that the offence committed is of such a serious nature that the student's continued registration threatens the academic function of the University of Toronto or of any of its divisions or the ability of other students to continue their programs of study.

In addition, students found guilty may be placed on conduct probation for a period not to exceed one year, with the provision that one or more of the following sanctions will be applied if the conduct probation is violated.

1. Formal written reprimand
2. Order for restitution, rectification or the payment of damages
3. A fine or bond for good behaviour not to exceed $100
4. Requirement of public service work not to exceed 25 hours
5. Denial of access to specified services, activities or facilities of the University for a period of up to one year
6. Suspension from registration in any course or program of a division or divisions for a period of up to one year
7. Recommendation for expulsion from the University

Memorandum on the Maintenance and Use of the Records of Non-Academic Discipline Proceedings

1. **When records are kept**
Records shall be kept for all cases that have proceeded to a hearing and for cases where students have waived the right to a hearing.

2. **Composition of Record**
The Record of Proceedings on Non-Academic Discipline cases shall comprise:
   (a) the written report of the Investigating Officer, if any;
   (b) the Notice of Hearing (including the offence charged);
   (c) documentary evidence filed at a Hearing;
   (d) the decision of the Hearing Officer and the reasons therefore.

3. **Publishing of Record**
Decisions of the Hearing Officer, including the name of the respondent, the offence and the sanction, shall be reported to the Vice-President and Provost, who shall convey the information, anonymously and in statistical form, annually to the University Affairs Board. A Hearing Officer or the Discipline Appeals Board may recommend to the Vice-President and Provost that the nature of the offence and the sanction be published in the University newspapers. Where circumstances warrant, they may

also order the publication of the name of the person found to have committed the offence. The Vice-President and Provost shall have the discretion to withhold publication of the name of the person.

4. **Use of Records**
Records of previous convictions may be taken into account in imposing a sanction.

5. **Storage of Records**
The Records of the Proceedings of Non-academic Discipline Hearings shall be stored in the office of the head of the division.

6. **Records of the Investigating Officer**
Where the investigation has not proceeded to a Hearing, the records and notes of the Investigating Officer may be kept and may have a bearing on the decision to prosecute in a future case.

Memorandum of Procedures for Hearings arising from the Code of Student Conduct

1. Complaints about the alleged commission of any offence under the Code of Student Conduct may be made in writing by any person ("the complainant") to the principal, dean or director ("the head") of the college, faculty or school ("the division") in which the student or students who are alleged to have committed the offence ("the accused") are or were registered.

2. The head of the division shall consider the written complaint and shall determine if the conduct complained of appears to fall under the Code of Student Conduct. If it does not appear to fall under the Code of Student Conduct, the head may take whatever other action he or she deems appropriate to the circumstances, including communication to the complainant of the conclusion he or she has drawn. Where a student's conduct comes to light after a student has left the University, the head of the division may decide to proceed, if the seriousness of the allegation warrants such action.

3. If the head of the division considers that the conduct complained of appears to fall under the Code of Student Conduct, he may request the Investigating Officer to conduct an investigation of the case and to make a report to him or her.

4. If, on the basis of the report of the Investigating Officer, the head of the division concludes that the accused may have committed an offence under the Code of Student Conduct, he or she shall have the discretion to request that a hearing take place to determine whether the accused has committed the offence alleged.

5. To initiate a hearing, the head of the division shall give written notice to the accused indicating the nature of the complaint, the offence alleged and setting a date, time and place for a hearing to provide an opportunity for the accused to respond to the allegations made. The notice shall indicate that if the accused does not appear at the hearing, the hearing may proceed in the absence of the accused.

6. The hearing will be chaired by the Hearing Officer, who shall not have been involved in the investigation leading up to the decision to request a hearing, and who shall make a decision on the basis of evidence presented at the hearing.

7. Hearings shall be conducted in an informal manner, in accordance with the principles of natural justice, and the Hearing Officer shall not be bound to observe strict legal procedures. Procedural defects will not invalidate the proceedings unless there has been a substantial wrong or denial of natural justice.

8. The parties to the hearing are the head of the division, represented by the Investigating Officer, who may be assisted by legal counsel, and the accused, who may be assisted by another person, who may be a lawyer. Both parties shall be allowed to call, examine and cross-examine witnesses and present evidence and argument.

9. Hearings shall be open to members of the University unless the Hearing Officer decides there is sufficient cause to provide otherwise.

10. The Hearing Officer is not bound to conduct the hearing according to strict rules of evidence. Evidence may be received in written or oral form.
11. The Hearing Officer may take note of matters generally within the knowledge of members of the University community.
12. The accused may waive the right to a hearing under these procedures, in which case the Hearing Officer will rule on the guilt of the accused and impose one or more of the sanctions listed in the Code of Student Conduct.
13. After a hearing, the Hearing Officer shall rule on the complaint and, where the Hearing Officer finds that the accused has committed an offence, shall impose one or more of the sanctions listed in the Code of Student Conduct and give reasons for the decision.
14. The onus and standard of proof that a student has committed the offence alleged shall be a criminal standard.
15. Any penalty or remedy shall be stayed pending the outcome of any appeal to the Discipline Appeals Board.

Student Services and Facilities

On the following pages is brief information about some of the student services and facilities available at OISE/UT and at the University of Toronto. OISE/UT students have full access to student services and facilities provided by the University. Information on all major student services and facilities is provided in the handbook, **'Getting There'**. It describes the Career Centre, Hart House activities, the Athleti Centre, Legal Aid, Health Service, Housing Service, the International Student Centre, the work of the University Ombudsperson, and the services of the Students' Administrative Counci (SAC), the Association of Part-time Undergraduate Students (APUS) and the Graduate Students' Union (GSU). Copies of the handbook are given to all students at registration.

OISE/UT Services and Facilities

Facilities include a library, laboratories, gymnasia, swimming pool, a drama studio, a cafeteria, and a computer centre.

Education Commons

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations in person and through electronic means, the Education Commons seeks to provide "one-stop shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Users will have access to:

•a specialized collection in the field of education including:
- extensive reference materials
- over two thousand journal titles
- complete microfiche holdings of the ERIC and ONTERIS document series.
- materials on teaching the theory and methodology of curriculum from preschool through adult levels
- Ministry of Education and Training documents
- school board curriculum materials, textbooks and content resources used in Ontario schools

  - a representative collection of children's literature
  - a varied and extensive collection of computer software, video-tapes, films, slides, kits, cassettes and other materials
  - specialized collections of modern language, Franco-Ontarienne and women's materials
  - many electronic sources, including CD-ROMs, online databases and electronic full-text journals.

- a collection of over 8 million items located in the numerous libraries of the University of Toronto Library System

- a wide range of Internet resources including remote library catalogues

- reference assistance in accessing information for their courses, research or practice teaching assignments

- comprehensive instruction in the use of online catalogues, the searching of electronic databases and the location of education resources on the Internet

- a variety of computers which support standard productivity tools, specialized research software, and teaching/learning resources

- face-to-face and mediated learning opportunities, and telephone and in-person user support, for goals including technology operation, software use, and the educational application of technology

- a variety of multimedia production and viewing resources, including support for telecommunications, interactive video and computer graphics

- learning opportunities and knowledge through technology-mediated program delivery, electronic conferencing systems, e-mail and the World Wide Web

- other university resources to meet their information and technological needs.

More information on how the Education Commons and its staff can support your work at OISE/UT can be obtained from the main site of the Education Commons at 252 Bloor Street West, or at any of its other sites throughout OISE/UT.

Location: 252 Bloor Street West, 2nd Floor
Hours: Contact the following areas
Telephones:
- Education Commons Reception
  (416) 923-6641 ext. 2763
- Information Resources and Services
  Circulation Desk: (416) 926-4719
  Reference Desk: (416) 926-4718

Website: www.oise.utoronto.ca

Graduate Students' Association

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the University. **All** OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

OISE/UT students have full access to student services and facilities provided by the University. These include the Athletic Centre, Legal Aid, and Ombudsperson as well as Hart House, the Career Centre, Health Services, and the International Student Centre.

Location: 252 Bloor Street West, Room 8-105
Telephone: (416) 923-6641 ext 4724
e-mail: gsa@oise.utoronto.ca

Indigenous Education Network (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research.

The Indigenous Education Network:

- meets twice monthly to share information, organize events, and work towards goals established by the IEN
- maintains a computer listserv to extend discussions of IEN topics to interested OISE/UT students and faculty on and off campus
- maintains an Internet IEN homepage (http://www.oise.utoronto.ca/other/ien/ienpage.html) with links to relevant sites
- provides a database of Aboriginal students and IEN members in all departments at OISE/UT plus their study and work interests
- lobbies OISE/UT to acquire Aboriginal faculty, and supports OISE/UT administration in locating suitable candidates
- participates in relevant current events, conferences, guest lectures, symposiums, workshops, and Aboriginal community events
- hosts an Aboriginal Speakers' Series
- collaborates with other groups related to Aboriginal education and Aboriginal issues at OISE/UT, e.g., the Transformative Learning Centre (TLC), the Anti-Racist Network (ARN), and the Midnorthern/Northeastern Centre in Sudbury
- represents the IEN on the Advisory Council of First Nations House at the University of Toronto
- provides initial information for incoming students on available financial assistance: Aboriginal scholarships and awards, plus other scholarships, awards, bursaries, grants, and work opportunities - e.g., graduate assistantships, teaching assistantships, and research positions
- organizes social events and get-togethers
- raises the profile of Aboriginal students in the field of education.

Location: Room 7-191, 252 Bloor Street West
Telephone: (416) 923-6641 ext. 2286
e-mail: ien@oise.utoronto.ca

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

International Students Association

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic exchange, and looks into the specific needs of the international students. The ISA is represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: (416) 923-6641 ext 4733
e-mail: isa@oise.utoronto.ca

Kidspace Day Care

Kidspace Inc. Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, 1st Floor
Telephone: (416) 926-4702.
Fax: (416) 926-4725
e-mail: swakefield@oise.utoronto.ca

Student Teachers' Union

The Student Teachers' Union (STU), in cooperation with the Student Services Office, acts on behalf of students in matters relating to the initial teacher education program, employment in teaching and extracurricular activities. To provide continuity of organization in student affairs, it maintains a year-round office (978-8460). Through their Union, initial teacher education students have representatives on the Faculty Council of OISE/UT, its committees and the Teacher Education Alumni Association. They are also represented on the Students' Administrative Council of the University.

Student Services Office (OISE/UT)

The Student Services Office provides individual student counselling on financial, personal and academic matters for all graduate and initial teacher education students. Special services to students with a disability are coordinated through this office.

Academic Director: Prof. Tara Goldstein
Office Manager: Wendy Mauzeroll
Location: 371 Bloor Street West, Room 124
Location: 252 Bloor Street West, Room 5-199
Telephone: (416) 978-8157.
Fax: (416) 978-8382
e-mail: stuserv@oise.utoronto.ca

Research Consulting Service

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research project design, implementation, analysis, and writeup. Consultation topics may include research methodology, questionnaire design, data processing, graphics, qualitative analysis techniques, statistical procedures, etc. Short non-credit workshops are offered related to use of research-related software: data entry, SPSS, and qualitative software packages. Appointments must be booked in advance by calling the number below, while drop-in advice is available daily in the Education Commons labs between 3:00 and 4:00 p.m.

Head: Susan Elgie
Location: 252 Bloor Street West, Room 11-250
Hours: Drop-in advice - 3:00 to 4:00 p.m.
Telephone: (416) 923-6641 ext. 2601
e-mail: selgie@oise.utoronto.ca

Teacher Education Alumni Association

The Alumni Development Office is located in the Student Services Office. For more information, see Student Services Office.
Location: Room 124, 371 Bloor Street West
Telephone: (416) 978-8157.

Teacher Employment Preparation Centre (TEP Centre)

The TEP Centre has information on application procedures, teaching in another province, job postings, reference books, etc.
Coordinator: Nola Rodgers
Location: Room 22-A, 371 Bloor Street West
Telephone: (416) 978-8837

Teacher Referral Service (TRS)

The TRS is a year round service which matches job postings to OISE/UT teacher education students.
Location: Room 22-A, 371 Bloor Street West
Telephone: (416) 978-8837

University-Wide Services and Facilities

Aboriginal Student Services and Programs - First Nations House

First Nations House, located in the Borden Building North at 563 Spadina Avenue, houses the Office of Aboriginal Student Services and Programs (OASSP), founded in 1992, and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the University, and a place where the University community can learn about Native people.

For more information please contact:
The Office of Aboriginal Student Services and Programs
First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone: (416) 978-8227
Fax: (416) 978-1893

Accommodation and Cost of Living

The following figures represent the approximate costs for a single student living in Toronto for twelve months in 1999/2000, excluding tuition:

ITEM	**$**
Rent	5,200
Food	3,800
Clothing	650
Books	750
Health insurance (UHIP) (for international students)	590
Dental Insurance	130
Local transportation	370
Miscellaneous:	3,500
TOTAL	14,987

•Student Housing

Most of the University's students live at home in Toronto. The balance are divided equally between those who reside on campus in a student residence and those who locate off-campus accommodation within approximately 30 to 45 minutes travel time from classes. The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date off-campus housing and residence information as well as other information a student might need to assist in locating and arranging suitable student housing. Students needing more information regarding their student housing options should contact the Housing Service.

Student housing information is available on the Internet at: www.library.utoronto.ca/www/housing_service/

•On-Campus Residences

Residences for single, graduate and undergraduate students are located on all three campuses of the University. You should contac the residence directly to inquire about application. At the Housing Service on the St. George campus, students may use the Residence Information Terminal to view photographs and get information for the residences on all three campuses. If you are unable to get the information you need on the Internet, contact the Housing Service at the address on the following page.

•Family Housing

Family housing is available in 710 apartments or the St. George campus and in 84 apartments on the Erindale campus. Priority for the unfurnished, university apartments is given to student families. The term "family" refers to students residing with their dependent children and to childless couples in a permanent relationship. Waiting periods for these apartments may vary depending on the time of year and the type of apartment requested, so it is advisable to apply as soon as a student is seriously considering attending the University. Students may submit an application for Family Housing **before** being given an offer of admission to the University. Contact Family Housing at the University Housing Service to receive an information/application package.

•Off-Campus Housing

Each campus Housing Service maintains listings of available off-campus housing advertised by city landlords and by students seeking others to join them. Students who are looking for off-campus housing use the lists of advertisements displayed in their Housing Services as they would the classified section of a newspaper locating accommodation to meet their needs while staying in temporary housing which they arrange in advance of their arrival. At the Housing Service on the St. George campus, students may also search on-line by type(s) of accommodation, area(s) of the city, and price range desired. The Housing Service at the Koffler Student Services Centre will provide a lis of temporary accommodation on request.

or the Fall and Winter academic sessions, some tudents rent their long-term housing from ugust 1 or October 1, avoiding the September 1 ccupancy date which is popular with students t most post-secondary educational institutions n the city. Housing is usually advertised about our to six weeks in advance of the date it ecomes available for occupancy and it enerally takes one to three weeks for a student o locate suitable accommodation, depending on he type of housing desired and budget.

NOTE: Since accommodation is not inspected, he quality cannot be estimated or guaranteed. Therefore it is very important for students to neet with the landlord and inspect the premises efore entering any agreement.

Cost of Student Housing - Residence, Family Housing and Off-Campus

As a guideline, for the 1998/99 school term, the cost of residence with a full meal plan is approximately $5,500 to $6,300 for the eight-month, academic year. Modified meal plans are available in some residences. After paying an initial deposit, the balance of fees are usually paid in two installments at the beginning of each of the four-month Fall and Winter sessions. As of August 1, 1998, rent for the bachelor, one- or two-bedroom units located in the Student Housing Complex located at 30/35 Charles St. West range from approximately $460 to $752 depending on the size of the unit, and is payable monthly. Rooms in shared houses or apartments off-campus generally cost students $350 to $500 per month. However, a student requiring a private apartment off-campus usually pays $500 to $650, $600 to $750, and $750 to $1,000 for a bachelor, one- or two-bedroom unit respectively. A three-bedroom house will usually rent for $1,100 to $1,400.

More information can be obtained from the following offices:

St. George Campus
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8045
Fax: (416) 978-1616
e-mail: housing.service@utoronto.ca
Website: www.library.utoronto.ca/www/housing_service/
Erindale College: (905) 828-5286
Scarborough College: (416) 287-7365

Career Centre

The Career Centre offers diverse career development and employment services to University of Toronto students and recent graduates (up to two years after graduation). Students learn how to assess their skills, research work opportunities, develop a marketing plan which results in employment and how to manage their careers after graduation. career development workshops, seminars, a Résumé Clinic, individual career counselling, and employment services for students looking for part-time, summer, and full-time work are available as well as a dossier service for Ph.D. students looking for academic appointments.

For further information, please contact:
The Career Centre
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8000
Website: www.careers.utoronto.ca

Community Safety Coordinator

The Community Safety Coordinator is a civilian position in the University of Toronto Police Service. The Community Safety Coordinator is responsible for coordinating ongoing education and outreach initiatives directed at improving personal safety and security on campus. The position also involves case management and police liaison on behalf of persons reporting violence, and the coordination of the University's personal safety programs. The Coordinator works closely with the complementary services provided by other equity officers, faculty and staff associations, various campus groups and the Office of Student Affairs.

Location: 581 Spadina Avenue
Telephone: (416) 978-1485
Fax: (416) 978-1099
Website: www.campuslife.utoronto.ca/services/police.html

DIS*ABILITY* Services for Students

The mandate of DIS*ABILITY* Services for Students is to facilitate the integration of students who have disabilities and chronic health conditions into university life. All students first meet with an intake counsellor to discuss their individual needs and their eligibility to receive services. When appropriate, students may then meet with one of the professionals on staff, such as the Adaptive Equipment Co-ordinator, Learning Disability Specialists, Psychologist or Occupational Therapist to establish strategies and appropriate accommodations for academic success. All discussions are confidential. The service offers liaison with academic and administrative units within the University and with off-campus agencies. The service also offers a wide range of supports including alternative test and exam arrangements, volunteer notetaking services, on-campus transportation, personal advising, assessments for adaptive equipment and assistive devices. Information on health conditions and disability related issues are provided to the university community.
The office is located at the address below. Services are also available at the Scarborough and Mississauga campuses.

Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8060, (Voice)
T.D.D.: (416) 978-1902
Fax: (416) 978-8246
e-mail: disability services@utoronto.ca

Family Care Advisor

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides counselling and referral services to students who require child care, elder care or other forms of assistance with family responsibilities. Additional services include support groups, workshops and guest speakers. The resource centre contains a library of material on issues ranging from pregnancy and parenting to lesbian and gay family issues, homework and bereavement.

The Family Care Advisor and the Resource Centre are located on the second floor of 40 Sussex Avenue, one block west of Robarts Library. Note that the Office will be moving to th Koffler Student Services Centre in 1999. Office hours are limited, therefore, students are asked to telephone (416) 978-0951 to arrange an appointment in advance.

Hart House

All OISE/UT students are automatically membe of Hart House. Come in and enjoy a wide variety of social, cultural and athletics programs - indoor track, swimming pool, Nautilus circuit, fitness and instructional classes, remarkable a gallery, fantastic music and free concerts, grea debates and 30+ clubs and committees from bridge to yoga. All in one magnificent building that is open to welcome you 365 days a year. Travel to Hart House Farm in the Caledon Hills.

Enjoy fresh food in the Arbor Room, an excellen lunch or Sunday brunch in the Gallery Grill, boo an event or meeting (the catering service is unsurpassed), or simply find a quiet place to read or relax. Make Hart House your 'home awa from home'.
Telephone: (416) 978-2452
Website: www.utoronto.ca/harthouse

Health Services

Medical and psychiatric services are available a the University Health Services, Koffler Student Services Centre, 214 College Street (Medical Clinic, 978-8030; Psychiatric Division, 978-8070). The Medical division also offers its services to spouses. Sports injury services are under the auspices of the Department of Athletics and Recreation (978-7376).

All students need health insurance coverage - for example, OHIP, other provincial plans, CIDA Commonwealth, UHIP, or other private insuranc plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. **The University Health Insurance Plan (UHIP) is compulsory for international students.**

International Student Centre (ISC)
All members of the University are invited to use the facilities and services of the Centre and take part in ISC programs. Services include: English conversation classes and writing tutorials, counselling and assistance with problems arising from cultural differences, and information about work or study opportunities abroad. Services especially for international students include a reception service and orientation events for newcomers and ongoing assistance with a variety of non-academic concerns (e.g. immigration, health insurance, tax). ISC also organizes socio-cultural activities such as trips, cultural evenings, international days, career and scholarship information sessions, etc.

General questions may be addressed to:
International Student Centre
33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: (416) 978-5646
e-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/www/isc/

International Student Exchange Office
Students from all faculties and departments are encouraged to participate in the international and Canadian exchanges offered through the International Student Exchange Office.

International exchanges include universities in the following countries: Australia, Barbados, France, Germany, China, Jamaica, Japan, Singapore, Taiwan, Trinidad and the United Kingdom.

Canadian exchanges include; McGill University, McMaster University, Queen's University, Université Laval, Université de Montreal, University of Alberta, University of British Columbia, University of Waterloo, and the University of Western Ontario.

All students accepted into GOSTEP, the Canadian exchange program, are eligible to apply for the GOSTEP Bursary. All students accepted into an international exchange program are eligible to apply for the International Student Exchange Bursary. Additional awards are available for some exchanges. For more information and application forms, contact:

International Student Exchange Office
Koffler Student Services Centre, Room 202
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 946-3138
Fax: (416) 978-6110
e-mail: student.exchange@utoronto.ca
Website: www.utoronto.ca/student.exchange/

Race Relations and Anti-Racism Initiatives Office
Established as a permanent office in January 1993, the Race Relations and Anti-Racism Initiatives Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 45 Wilcox Street
Telephone: (416) 978-1259
Fax: (416) 978-1081
Website:
www.library.utoronto.ca/www/equity/rrr.htm

Rights of Gays, Lesbians and Bisexuals
The University of Toronto is committed to providing equality of access to opportunities for all, and to providing a safe and welcoming working and learning environment that is free of discrimination and harassment. Lesbian, gay and bisexual students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered by the University with the same freedom as heterosexuals.

Website:
www.library.utoronto.ca/www/equity/lesgay.htm

Sexual Harassment Education, Counselling and Complaint Office
The Sexual Harassment Education, Counselling, and Complaint Office administers the University's Sexual Harassment Policy by providing advice, education, and information to the university community, counselling all parties to complaints, and mediating complaints about harassment based on sex or sexual orientation. The Policy covers all members of the university. All complaints and requests for information are kept completely confidential. For appointments, contact:

SHECC Office
40 Sussex Avenue, 3rd floor
Toronto, Ontario M5S 1J7
Telephone: (416) 978-3908
Fax: (416) 971-2289
Website:
library.utoronto.ca/www/equity/sxh.htm

Status of Women Office
The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office is broad - it encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

The Status of Women Office produces an electronic newsletter (Women on the Wire - WOW) with information on events and brief articles on issues and topics of interest. WOW can be accessed through the website of the Status of Women Office, the Equity Issues Advisory Group or the University of Toronto.

Location: Office of the President, Simcoe Hall
Telephone: (416) 978-2757/2196
Fax: (416) 971-2295
Website:
www.library.utoronto.ca/www/equity/stw.htm
OR
www.library.utoronto.ca/www/wow/wowhome.htm

Ontario College of Teachers/L'Ordre des enseignantes et des enseignants de L'Ontario
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: (416) 961-8800
1-888-534-2222
FAX: (416) 961-8822
e-mail: info@oct.on.ca
website: www.oct.on.ca

L'Association Des Enseignantes Et Des Enseignants Franco-Ontariens (AEFO)
681 Belfast Road
Ottawa, Ontario K1G 0Z4
Telephone: (613) 244-2336

Elementary Teachers' Federation of Ontario (ETFO)
480 University Avenue, 13th Floor
Toronto, Ontario M5G 1V2
Telephone: (416) 962-3836

Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East, 4th Floor
Toronto, Ontario M4T 2Y8
Telephone: (416) 925-2493

Ontario Secondary School Teachers' Federation (OSSTF)
60 Mobile Drive
Toronto, Ontario M4A 2P3
Telephone: (416) 751-8300

Ontario Teachers' Federation (OTF)
1260 Bay Street, #700
Toronto, Ontario M5R 2B5
Telephone: (416) 966-3424
FAX: (416) 966-5450

Qualification Evaluation Council of Ontario (QECO)
1260 Bay Street, 6th floor
Toronto, Ontario M5R 2B9
Telephone: (416) 323-1969

This listing is for general information only. For official program descriptions and application information, please consult the calendars of the divisions concerned.

FACULTY OF ARTS AND SCIENCE

•University of Toronto at Mississauga (Erindale College)

Exceptionality in Human Learning

The four year specialist undergraduate degree program provides a good preparation for applicants to the OISE/UT Bachelor of Education program or the Master of Arts in Child Study and Education program (for kindergarten to grade 6).

Mathematics Education

OISE/UT and the University of Toronto at Mississauga have agreed to a partnership to enhance the preparation of secondary school teachers of mathematics. Students in the undergraduate program at the University of Toronto at Mississauga will enrol in the program during their third year.

During their fourth year, students will take a special mathematics course designed to be good preparation for students wanting to pursue a career in teaching and will participate in a field experience in a secondary school working with a mentor teacher. Their work at OISE/UT will build upon their prior learning.

•University of Toronto at Scarborough (Scarborough College)

The Early Teacher Project

A four year undergraduate degree program in the Physical Sciences and in French Language Education leading to admission to the OISE/UT Bachelor of Education degree program.

FACULTY OF MUSIC

Music Education

A four year undergraduate degree program in music education which provides a good preparation for music applicants to the OISE/UT initial teacher education degree programs.

SCHOOL OF PHYSICAL AND HEALTH EDUCATION

Physical and Health Education

A four year undergraduate degree program which provides a good preparation for physical and health education applicants to the OISE/UT Bachelor of Education degree program.

WOODSWORTH COLLEGE

Certificate in Teaching English as a Second Language

A program of interest to applicants for teacher education and to those who wish to teach in this particular field of education.

Chancellor
The Honourable H.N.R. Jackman, C.M., K.St.J., B.A., LL.B., LL.D.

Chair, Governing Council
W.M. Cecil-Cockwell, B.A.

President and Chief Executive Officer
J.R.S. Prichard, O.C., M.B.A., LL.B., LL.M., Ph.D. (Hon.), LL.D.

Vice-President & Provost
A. Sedra, B.Sc., M.A.Sc., Ph.D.

Vice-President and Chief Development Officer
J. Dellandrea, B.A., M.Ed., Ed.D.

Vice-President, Administration and Human Resources
M.G. Finlayson, B.A., M.A., Ph.D.

Vice-President, Research and International Relations
H. Munroe-Blum, B.A., B.SW., M.SW., Ph.D.

Chief Financial Officer
R.G. White, C.M.A.

Deputy Provost
C. Tuohy, B.A., M.A., Ph.D.

Vice-Provost
P. Gooch, B.A., M.A., Ph.D.

Vice-Provost, Relations with Health Care Institutions
A. Aberman, M.D., F.R.C.P. (C)

Vice-Provost, Planning and Budget
D. McCammond, B.Sc., Ph.D.

Vice-Provost, Students
I. Orchard, B.Sc., Ph.D., D.Sc.

Secretary of the Governing Council
L. Charpentier, B.Sc, M.B.A.

Assistant Provost
B. FitzPatrick, B.A., M.A., Ph.D.

Assistant Vice-President, Technology Transfer
P. Munsche, B.A., M.A., Ph.D.

Assistant Vice-President, Operations and Services
J. Oliver, B.Com., M.Sc.

Director of Student Affairs
S. Addario, B.A., M.A.

Chief Librarian
C. Moore, B.A., M.L.S.

University Registrar
K.J. Swift, B.Sc., M.Ed.

University Ombudsperson
M. Ward, B.A., M.A.

Status of Women Officer
R.A. Ambramovitch, M.A., Ph.D.

Sexual Harassment Officer
P.M. Stamp, B.A.

Warden, Hart House
M. Hancock, B.A., M.Ed.

Dean, Faculty of Physical Education and Health
B. Kidd, B.A., A.M., M.A., Ph.D.

Director of Student Services
M. Van Norman, B.A., M.A.

Coordinator of Counselling and Learning Skills Service
S. Minsky, Ph.D., C.Psych.

Physician-in-Chief, Health Services
S. Taman, M.D.

Family Care Advisor
J. Nolan, B.A., B.Ed.

Coordinator of Family Housing
E. Giles

Coordinator, Off-Campus Housing and Residence Information Services
P. Karimalis, B.A., Dip.Ed.

Coordinator of the International Student Centre
B. Yang, B.A., B.Ed., M.Ed.

Coordinator of Dis*Ability* Services
H. Simson, B.A., M.A.

Coordinator, Office of Aboriginal Student Services and Programs
A. Benedict, B.A., B.Ed., M.A.

Director of Statistics, Records, and Convocation
P.F. Leeney, B.A., M.A.

Director of Student Recruitment
F. Silver, B.A., M.Ed.

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CALENDAR 1999

January

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CALENDAR 2000

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